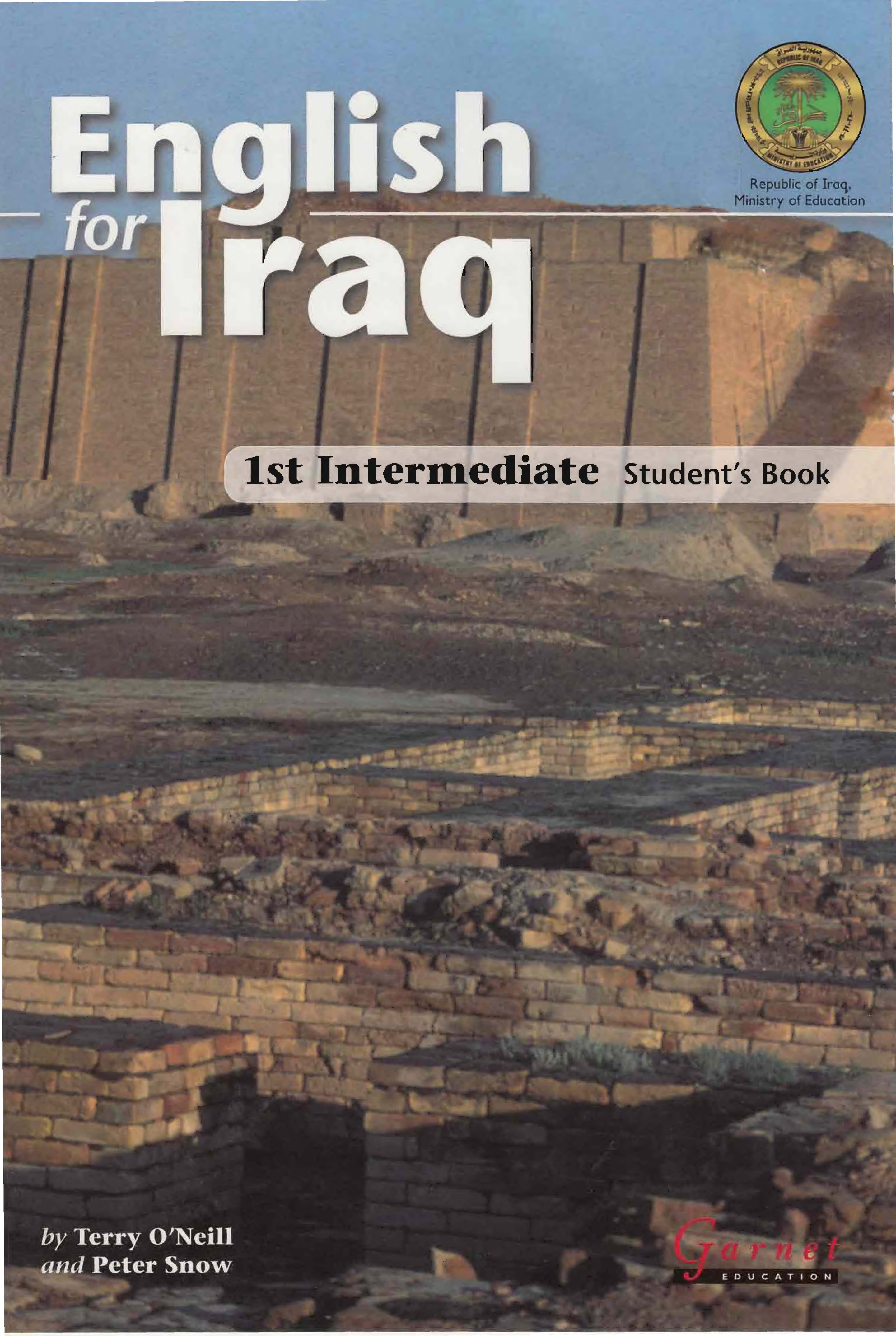


Republic of Iraq,
Ministry of Education
English for Iraq
1st Intermediate Student's Book
by Terry O'Neill
and Peter Snow
Garnet
EDUCATION

**Components of *English for Iraq, 1st Intermediate***

- Student's Book
- Activity Book
- Teacher's Book
- Audio

*English for Iraq, 1st Intermediate* is organized into six theme-based learning units and two review units. With a combined functional/structural syllabus, the emphasis is on giving the learners useful strategies for developing language skills. Nevertheless, structures and exponents of function are highlighted in the **Student's Book** and practised in the **Activity Book**. A Word list for each unit is printed at the back of the Student's Book and Activity Book and included in full in the Teacher's Book.

The course is designed to stimulate and challenge students through:

- a wide variety of semi-authentic text types;
- modern, colourful illustrations and photographs;
- clear instructions to the learner;
- language-learning tips;
- project work;
- communicative tasks;
- stories, poems and rhymes to be read for both comprehension and enjoyment.

The **Teacher's Book** contains an introduction with practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation.

The **Audio** extracts comprise recordings of all the listening texts, exercises and phonic work in the Student's Book and Activity Book.

2014







Editorial and Adaptation Committee
**Ministry of Education English Curriculum Committee**
Malek Mohamed Juda – Head of the English Curriculum
Adil Ali Moussa – Senior Education Specialist
Muayyad Naji Ahmed – Head of English Department in the Open Education College
Ramzi Nouri Abdullah – Senior Education Specialist

# English for Iraq




Republic of Iraq,
Ministry of Education

## 1st Intermediate Student's Book

*by* **Terry O'Neill**
*and* **Peter Snow**

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# Book map

| | Lexical areas | Communicative activities |
|---|---|---|
| **Unit 1**<br>My spare time | • The holidays<br>• Spare-time activities and hobbies<br>• Routine activities | • Project work: a scrapbook presentation about hobbies.<br>• Playing language games.<br>• Reading for enjoyment and commenting on the text: *The birdwatcher.* |
| **Unit 2**<br>Dates and seasons | • Weather words<br>• Months<br>• Seasons<br>• Ordinals | • Project work: a scrapbook presentation about weather.<br>• Comparing the school year and the weather in Iraq and England.<br>• Two rhymes.<br>• Reading for enjoyment and commenting on the text: *New Year's Day in London.* |
| **Unit 3**<br>What have you done today? | • Adjectives and adverbs describing moods and feelings<br>• Activities | • Project work: a scrapbook presentation of people showing different moods and feelings.<br>• A song.<br>• Reading a narrative for enjoyment and commenting on: *Khalid and the key.* |
| **Unit 4 Review** | Advice on and practice in ... • Vocabulary learning. | • Speaking with expression. |
| **Unit 5**<br>Other countries | • Names of countries, industries and products | • Project work: a scrapbook presentation about famous sights from around the world.<br>• A song.<br>• Reading for enjoyment and commenting on the text: *Where have you been?*<br>• Playing language games. |
| **Unit 6**<br>Friends abroad | • Personal description<br>• Customs<br>• Nationalities | • Project work: a scrapbook presentation about pen-friends.<br>• Reading a narrative for enjoyment and commenting on: *A wolf in the forest.* |
| **Unit 7**<br>Danger!<br>ENVIRONMENT, SAFETY & HEALTH | • Dangers in the home and in the street | • Project work: a scrapbook presentation about staying safe.<br>• Reading a narrative for enjoyment and commenting on: *Danger at sea.* |
| **Unit 8 Review** | Advice on and practice in ... • Concentrating when listening. | • Pronunciation of *Yes/No* questions and answers. |

| Language learning activities | Grammatical areas | Pronunciation & phonology |
|---|---|---|
| • Listening for gist and information; writing notes.<br>• Using a questionnaire to ask and answer questions.<br>• Reading for detail and inference.<br>• Writing sentences, a paragraph and a friendly letter of reply.<br>• Editing and improving own writing. | • Past and Present simple tense; Past continuous tense<br>• Adjectives<br>• Possessive 's' and possessive pronouns<br>• Adverbs of frequency<br>• Question formation | • Syllable stress<br>• Sounds /s/ /ʃ/<br>• Reading aloud |
| • Listening for detail and writing notes.<br>• Asking and answering questions.<br>• Using pictures to predict speech.<br>• Telling a foreigner about a local festival; trying to improve oral delivery.<br>• Reading for detail and interpreting charts and symbols.<br>• Practising punctuation.<br>• Writing an account of a festival. | • Future tense: *will*<br>• Time adverbials<br>• Comparatives and superlatives | • Intonation: performing two rhymes |
| • Talking about inventions.<br>• Listening and writing notes.<br>• Using pictures to retell a story.<br>• Reading for gist and detail.<br>• Scanning for words.<br>• Writing a short story. | • Present perfect tense<br>• Adverbs of manner | • Past tense endings /d/ /id/ /t/<br>• Intonation and stress in conversations |
| • Working out meanings of unknown words from the context. | • Making your writing more interesting. | |
| • Listening for detail and writing notes.<br>• Using a questionnaire to ask and answer questions.<br>• Comparing countries.<br>• Reading factual texts for specific information.<br>• Writing about a country giving reasons for visiting it. | • Present perfect tense with *ever/never*<br>• Present perfect and Past simple tense<br>• Comparatives and superlatives<br>• Questions with prepositions at the end | • Intonation and stress in conversations |
| • Listening for gist.<br>• Listening and writing notes.<br>• Performing conversations.<br>• Reading a text about customs in Japan.<br>• Reading a friendly letter and identifying paragraph topic.<br>• Reading a description and identifying people.<br>• Writing a description of self and others.<br>• Writing a postcard message that will suit the reader. | • Link words and phrases<br>• Future continuous tense<br>• Frequency adverbs | • Formal introductions and greetings<br>• Pronunciation of nationalities<br>• Identifying feelings from intonation<br>• Reading aloud |
| • Listening and identifying a situation.<br>• Listening and writing notes.<br>• Performing conversations.<br>• Talking about pictures.<br>• Identifying dangers in pictures.<br>• Reading and working out meaning in posters.<br>• Writing warnings. | • Imperative sentences<br>• Reflexive pronouns<br>• First conditional | • Intonation and stress in conversations |
| • Using titles, headings and pictures to predict content of texts. | • Scanning a text for direct information; reading more carefully for indirect information. | |

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Page 6, photograph of football match, courtesy of the Republic of Iraq, Ministry of Education.

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**IRQ14 SB 1stI**

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Faten Fakhri Khalaf – Primary Education Supervisor
Hala Talib Hammood – Teacher of English and Trainer

# The holidays

What do you think Faisal, Muna and Huda did in the holidays?

**Read and choose.**



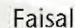

Did you go away in the holidays?

Yes, I went to a village by the river.

What did you do there?

Oh, I went swimming every day. And ...






Did you go away in the holidays?

No, Muna and I stayed at home.

What did you do all the time?

Oh, lots of things. I ...

Not very much. I ...




I went shopping.



I learned to cook.

I got up late every day.

I went camping.



I went to the zoo.



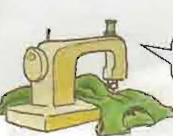
I saw my friends every day.

I went to the museum.

I went fishing.

I went to a football match.

I read lots of books.



I made some clothes.



We listened to music.

**1 Now listen and check.**
**Then practise different conversations.**

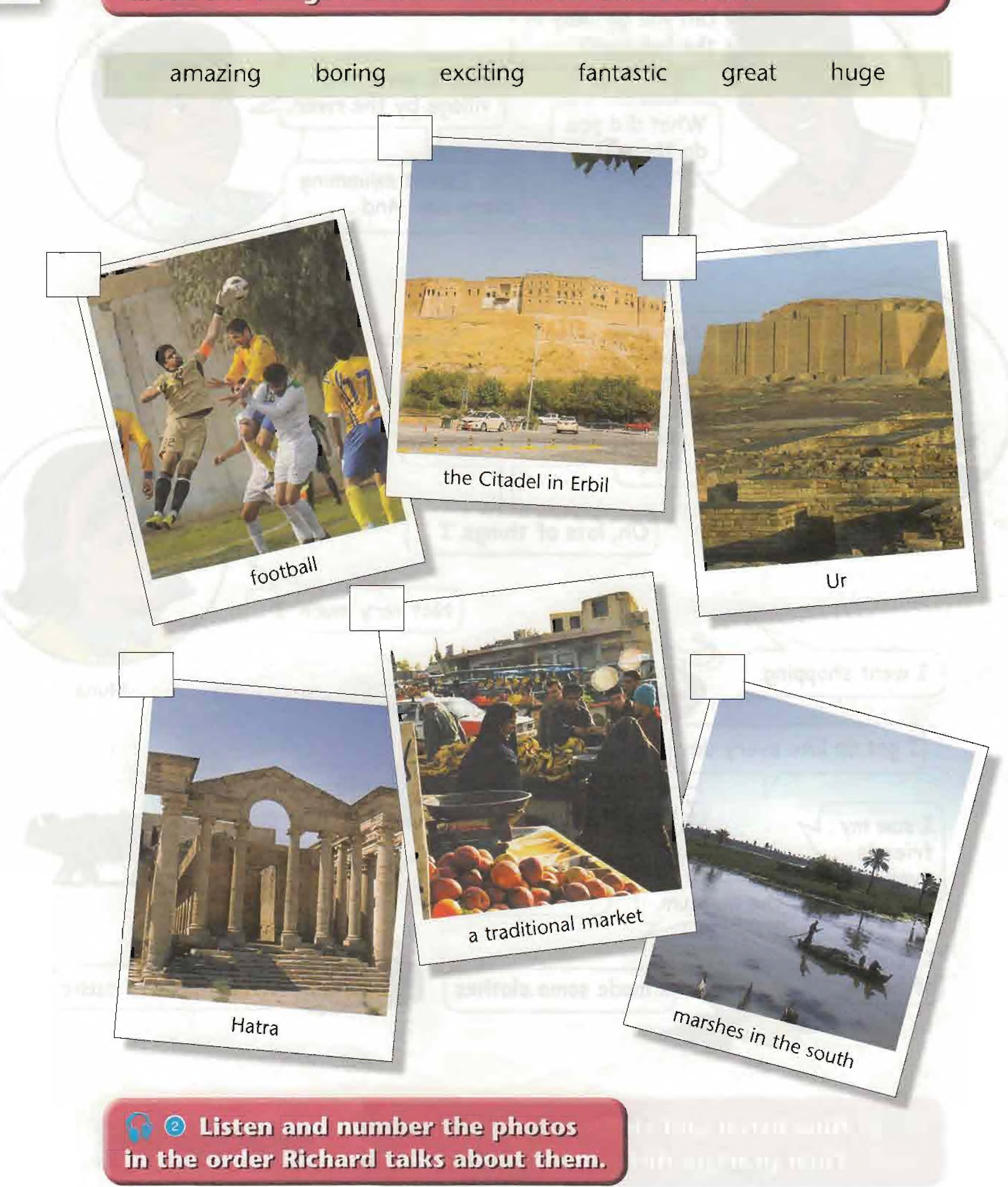
What about you?

# *Richard in Iraq*

Richard went to Iraq in the holidays. He took these photographs and put them in his scrapbook.

**Talk about the photos. What do you think Richard says about the things he did and saw? Use these words:**

amazing boring exciting fantastic great huge



football

the Citadel in Erbil

Ur

Hatra

a traditional market

marshes in the south

**2 Listen and number the photos in the order Richard talks about them.**

# Whose scrapbooks are these?

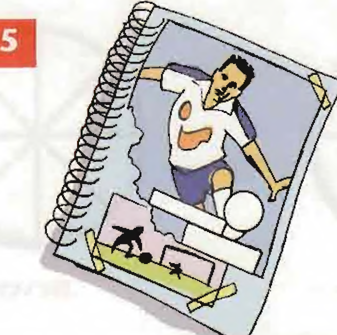
**Read and work it out. Write your answers in your copybook.**

1

2

3

4

5

6


In my spare time, I like finding out about other countries. I have lots of pictures and stamps. I ask everyone to keep their stamps for me.


Maysam


Adel

Some day, I want to go to Africa. Then I can take my own photos of the animals. For now, I have to look for pictures and cut them out.

I'm interested in birds. In my spare time, I take photos. Then I try to find out the names of the birds.


Muna


Rashid


Jassim

I play it. I watch it on television. I go to matches. So you know whose pictures I collect.


Amna

I want to be a pilot. I'm very interested in planes and flying, so you can guess what I collect.

I enjoy collecting pictures of plants and flowers from around the world. I love the colours and the shapes.

**3 Listen and check your answers.**



Number ... is Maysam's.

What do you do in your spare time?

Unit 1

Lesson 5

AB8/9

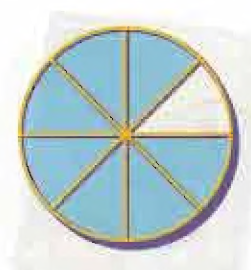
4

# How often?

**Listen and repeat the words.**



always



usually



often



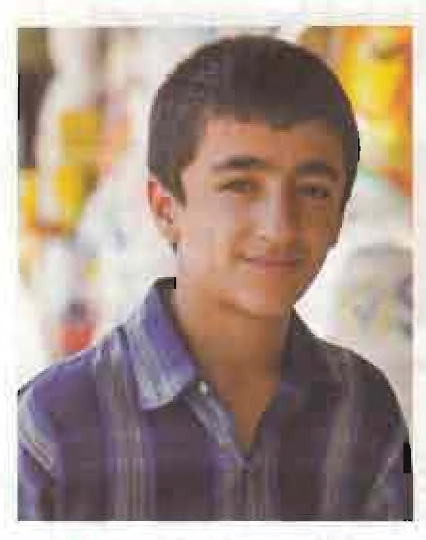
sometimes



never

These words are called adverbs. Can you work out what they mean?

**Listen and read what Nader is saying and complete the rule.**



My father always has a rest after lunch.
I usually do my homework after lunch.
I never have a rest in the afternoon.
I often watch television for an hour.
Then my brother and I sometimes play a game.

Of course, Fridays are different.
We are never at home.
We usually go to Friday prayers.
We always go to our grandparents' house after.



**Adverbs: always, sometimes, usually, often, never**

**Rule:** Put them ______ the verb *be*.
With other verbs, put them ______ the subject and the verb.

Sometimes we put this word at the beginning of a sentence.

# Rashid's scrapbook

**Read and work out the conversation.**

*Adel:* 1
*Rashid:* Oh, hi, Adel.
*Adel:* 2
*Rashid:* No, thanks.
*Adel:* 3
*Rashid:* I'm putting some photographs in my scrapbook.
*Adel:* 4
*Rashid:* Historical sites in Iraq.
*Adel:* 5
*Rashid:* I visit different cities and take pictures of ruins.
*Adel:* 6
*Rashid:* I have lots of them.
*Adel:* 7
*Rashid:* I like them.



**What did Adel say?**

a) Do you have many?
b) What are you doing?
c) But why ruins?
d) Hello, Rashid.
e) Photographs of what?
f) Do you want to come to the Mall?
g) Where do you get the photographs?

**5 Listen and check. Then practise the conversation.**

## Have some fun!

**6 Listen to this short rhyme. It is called a *tongue-twister*.**

*She sells sea shells on the sea shore.*
*The shells she sells are sea shells, I'm sure.*

How fast can you say it?



Unit 1

Lesson 7

7

# Make your own scrapbook

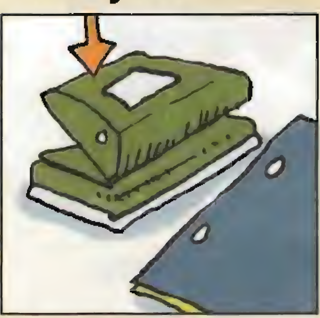
7 Listen and read.

## What you need

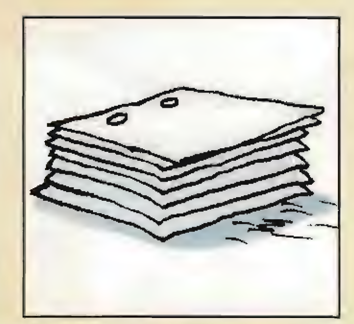
- *Two pieces of cardboard or thick paper for the covers.*
- *Lots of sheets of paper of the same size.*
- *A punch to make holes.*
- *Some ribbon or string.*
- *Some glue.*



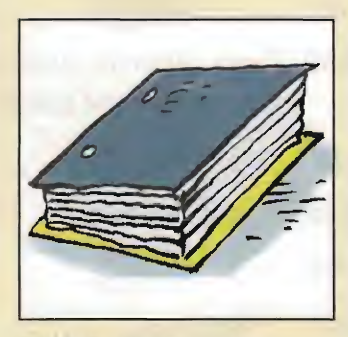

## What you do



*1 Make holes with the punch in the two covers.*



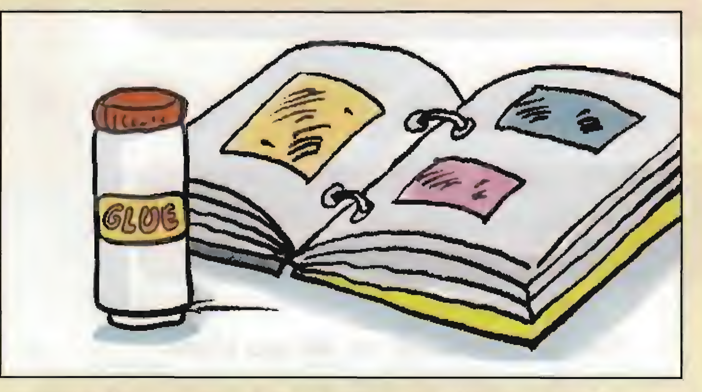
*2 Make holes in the paper in the same place.*



*3 Put the paper between the two covers.*



*4 Put the string or ribbon through the holes.*




*5 Use glue to stick your pictures or photos into your scrapbook.*

What do the new words mean?

**Project** Make your own scrapbook about **My spare time.**

# A letter from Australia

**Read the letter and answer these questions.**



1 Where does Karen come from?
2 Who is Jane?
3 What does Karen like to eat?
4 What does she do in her spare time?

Where?

19 Harbour Street,
Sydney,
Australia

Dear Halla,

Are you back at school now? I went back last week after a wonderful holiday. I went camping with my family and then I stayed with my friend, Jane, for two weeks.

Who? We had a great time. We often walked in the parks and took pictures. One day we went to the museum. Is there What? one in Baghdad? Sometimes we went to the cinema in the evenings, but we usually stayed in and watched videos or Who? played games. Everyone liked fish, so, for dinner, we often had fish cooked on a barbecue. What is your favourite food?

In my spare time, I like collecting photographs of countries around the world. I don't have any of Iraq. Can What? you send me some, please?

What did you do in the holidays? And what do you do in your spare time? Please write and tell me everything.

Bye for now,
Karen

How many questions does Karen ask?

Unit 1
Lesson 9
AB10–12

# Round up

## Now you can do these things:

**1 Talk about holidays.**

I went swimming every day.

I stayed at home.

Did you visit your friends?

Yes, I did.

Did you go on picnics?

No, I didn't.

**2 Talk about spare-time activities.**

I enjoy collecting stamps.
My sister likes finding out about other countries.
I'm interested in planes.

**3 Ask and talk about how often you do things.**

How often do you help at home?
I always get up before eight o'clock.
I usually go to mosque on Fridays.
They often play football in the evenings.
I sometimes watch a video.
My father never drives fast.

**4 And you can …**

- make notes of things you hear.
- read up to page 12 in this book.
- understand a letter.
- write a letter. You can correct it and make it better.
- put together your own work in a scrapbook.
- say a tongue-twister: *She sells sea shells on the sea shore.*
  *The shells she sells are sea shells, I'm sure.*

# The birdwatcher




Who is the birdwatcher? Where does she live?

**Read and find out.**

Last Wednesday evening, my father asked, 'What shall we do this weekend?'

'Let's go to Shatt Al Arab,' I said. 'You can see lots of birds there.'

'Oh, Muna. You always want to look at birds,' my brother Ahmed said. 'It's boring.'

'No, it's a good pastime,' my father said.

We went to Shatt Al Arab on Thursday evening. My father and mother stayed in the car and Ahmed and I walked along the beach. The water was full of birds. It was wonderful. There were hundreds of them. I took out my binoculars. I wanted to see them better.



A birdwatcher needs a pair of binoculars and a camera with a long lens.

'What can you see, Muna?' Ahmed asked.

I could see lots of white herons and some small birds. Then I saw a strange bird. It was standing alone, eating a fish. It was bigger than the others. It had white feathers, but there were some black feathers on its wings. Its beak – birdwatchers say 'bill' – was yellow and its legs were red. 'Ahmed, quick! Take a photo of that big bird,' I said. Suddenly, as I was watching the bird, a boat came by and the bird flew off. I could see black and white patterns on its wings. What was it?

At home, I looked in my books and magazines about birds. There it was! 'The yellow-billed stork. It lives in Africa. There are no records of it in the Arabian Gulf.'



The first yellow-billed stork in Iraq!

I felt very excited. It was the first yellow-billed stork in Iraq! And I had a photograph of it!

Find out about birds in Iraq.

# Unit 2

Lesson 1

AB16

10/11

# *The seasons of the year*

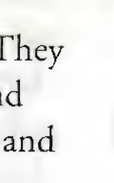
**10 Listen and read. Then work out what these words mean:**

cold  snow  warm  rain  sunny  windy



0°

There are four seasons in England. They are called winter, spring, summer and autumn. In winter, it is always cold and it usually snows.



15°

In spring, it is often warm and it usually rains.



25°

In summer, it is usually sunny and it is sometimes hot.



10°

In autumn, it is cool and it is often windy.

**Ask and answer questions about the weather in England.**

What's the weather like in summer?

**11 Listen and read. Then answer the question below.**

What will the weather be like in London tomorrow?



London - Here is the weather forecast for tomorrow.
It will be cloudy with some rain in the morning. In the afternoon it will be dry and sunny. The temperature will be 18 degrees. It will be cooler in the evening.

Tom and Susan go to school in London.
What do you think they will wear tomorrow morning?

# The months of the year

**12 Listen and repeat the names of the months.**

**13 Listen and read. Learn the poem.**

Which country is this?

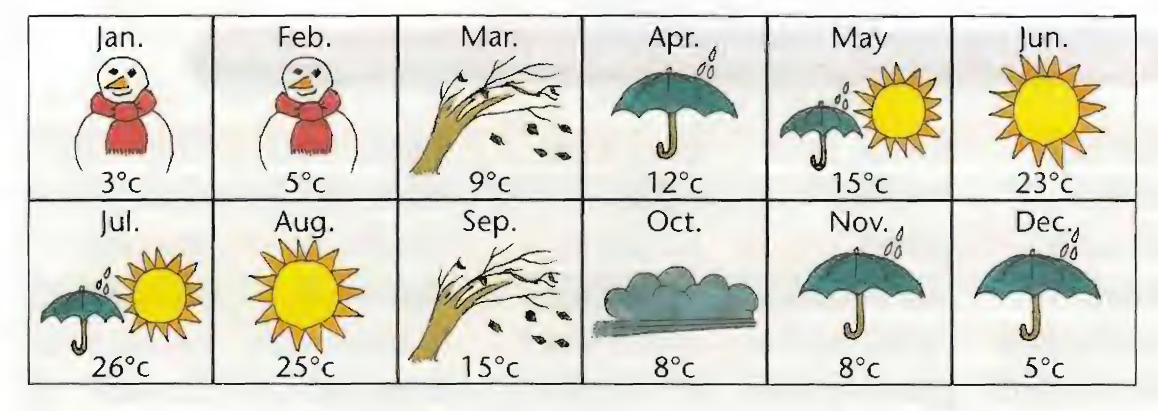
January, February, the weather's cold,
But in March and April, ice cream is sold.
May is the month when we all have fun –
We can swim and play out in the sun.
In June, of course, it's very hot,
July and August – the worst of the lot.
September, October, getting cooler again.
November, December, here comes the rain.

**Project** Make a scrapbook about **weather**.

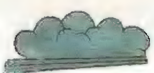
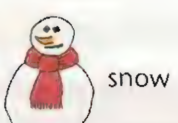


The names of the months begin with a capital letter:
April July December

**Look at the table and answer the questions about England.**



| Jan. | Feb. | Mar. | Apr. | May | Jun. |
|---|---|---|---|---|---|
| 3°c | 5°c | 9°c | 12°c | 15°c | 23°c |
| **Jul.** | **Aug.** | **Sep.** | **Oct.** | **Nov.** | **Dec.** |
| 26°c | 25°c | 15°c | 8°c | 8°c | 5°c |

 sunny  cloudy  rain  windy  snow

1 When does it snow?
2 When is it cloudy?
3 When is it windy?
4 Which is the coldest month?
5 Which is the hottest month?

# Unit 2

Lesson 4

14

## What's the date?

 14 **Listen and read. Learn the rhyme.**

30 DAYS
September
April
June
November




28 DAYS
February

29 DAYS
Each Leap Year

*Thirty days has September,*
*April, June and November.*
*All the rest have thirty-one,*
*except February alone*
*with only twenty-eight days clear*
*and twenty-nine in each leap year.*

How many days are there in one year?

How many days are there in a leap year?



JULY

| Sat. | Sun. | Mon. | Tue. | Wed. | Thu. | Fri. |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |



**Saying and writing dates**

We say: The first of July *or* July the first.
We write: 1st July *or* 1 July.

**Read these aloud. Then say all the dates on the calendar.**

| | | | | |
|---|---|---|---|---|
| first (1st) | second (2nd) | third (3rd) | fourth (4th) | fifth (5th) |
| sixth | seventh | eighth | ninth | tenth |
| eleventh | twelfth | thirteenth | fourteenth | fifteenth |
| sixteenth | seventeenth | eighteenth | nineteenth | twentieth |
| twenty-first | twenty-second | twenty-third | twenty-fourth | twenty-fifth |
| twenty-sixth | twenty-seventh | twenty-eighth | twenty-ninth | thirtieth |
| thirty-first | | | | |

 **Ask and answer.**

When is your birthday?

My birthday is the twenty-eighth of February.

How old will you be on your next birthday?

I'll be thirteen.

Iraqi Armed Forces Day is 6th January.

# *Different schools*

**Read and answer the questions in your Activity Book (Lesson 7).**



One afternoon, Yassir was playing in the park. It was December and it was windy. Another boy was playing on a skateboard. He was playing alone. He was not from Iraq.

'Hello,' said Yassir. 'My name's Yassir. Where are you from?' The other boy was from England and his name was Simon. 'My father works in Basra,' he said. 'I'm on holiday here.'

'On holiday!' said Yassir. 'Don't you go to school?'

'Yes,' said Simon, 'but we have holidays now.'

'Holidays in December!' said Yassir.

Simon explained. There are three terms in the school year in England – the autumn term, the spring term and the summet term. The students have two weeks' holiday at Christmas and two weeks' holiday in spring. They also have six weeks' holiday in summer. The school year begins in September.

'And we have one week's holiday in the middle of each term. That's called a half-term holiday,' Simon added. 'What about you?'

'We don't have terms. We have semesters,' Yassir began. 'Some of our holidays are at the same time every year. Iraqi Armed Forces Day, for example. But other holidays are at different times every year. Eid al-Fitr, for example.'

'What's Eid al-Fitr?' asked Simon.

Which holidays are at the same time every year in Iraq?

**Tell Simon about your school year.**

Unit 2

Lesson 8

AB23/24

16

# Eid al-Fitr

Yassir's father explains Eid al-Fitr to Simon.




**Talk about the pictures.**
**Read aloud and work out what Yassir's father says.**

1 It's a festival at the end of Ramadan.

2 What's Ramadan?

3 In Ramadan, we fast during the day, from dawn to dusk.

4

5 ... ?

6 We break our fast after sunset.

7 What's Eid al-Fitr?

8 First we pray.

9

10 Eid mubarak!

**16 Listen and look at the pictures.**
**Work out the meaning of these words:**

festival dawn dusk fast break our fast

# Round up

**Now you can do these things:**



**1 Say what will happen in the future.**

Tomorrow morning it will be cold and windy.
It will be sunny in the afternoon.
The temperature will be 14 degrees.
I'll be fourteen on my next birthday.
I won't be at school tomorrow morning.

**2 Say and write the date.**

My birthday is the twenty-first of April. 21st April
My friend's birthday is the fourth of December. 4 December

**3 Talk about the seasons in England.**



In winter it is always cold.
In spring it usually rains.
In summer it is sometimes hot.
In autumn it is often windy.

**4 And you can …**

- talk and write about your school year.
- tell someone about festivals in Iraq.
- say a rhyme to remember the number of days in each month:

  *Thirty days has September,*
  *April, June and November.*
  *All the rest …*

January

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Unit 2

Lesson 10

AB27

18

# New Year's Day in London






The biggest wheel in Europe.

1 What did Yassir see from the top of the big wheel?

2 Was he happy that he went on the London Eye?

**Read Yassir's story and find out.**

I'll never forget January the first. I was in London with my parents and older sister, Halla. We wanted to go on the London Eye. That's a big wheel that takes you up in the air above London. It is 135 metres high and is next to the River Thames. People say that the view from the top is fantastic. You can see all over London – and London is over 80 kilometres wide.

We went out after breakfast. It was cloudy and cold. There were not many people in the street because the evening before was New Year's Eve, the last day of the old year. On New Year's Eve, people there have a party. They visit friends or walk round the streets. At midnight, they hold hands and sing a special song. They go to bed late.

At the London Eye, we got into one of the cabins. As the door closed, it started to snow.

'Look, Halla! It's snowing,' I shouted.

We started to go up and up. As we went higher and higher, the snow got thicker and thicker. When we reached the top, we could see nothing but snow. We could not see the ground. We could not see the famous view. Only snow. We were in a white cloud.

'Are you frightened, Halla?' I asked.

'No,' she said. 'Are you?'

I said nothing. Mum and Dad said nothing. The wheel turned slowly and took us back to the ground. It was still snowing. It snowed all day. No, I'll never forget New Year's Day in London!

Would you like to go on the London Eye?

# Good Gwen and Lazy Len

**19 Listen and read. Then read aloud.**

The Archers live in England. They have two children. Gwen is their daughter and Len is their son. Gwen is 15 years old and Len is 13. Mr and Mrs Archer have asked their children to do some work in the house.



*Gwen:* I've cooked the rice, Mummy. What next?
*Mrs Archer:* Have you washed the vegetables?
*Gwen:* Yes, I have. And I've put them in a bowl.
*Mrs Archer:* Thank you, Gwen.
*Gwen:* And I've cooked the chicken.
*Mrs Archer:* Thank you, Gwen. You're a very good girl. Here's your pocket money. You can go to the shops.
*Gwen:* Thank you, Mummy.

What can Gwen do? Why?

*Mr Archer:* Have you watered the garden, Len?
*Len:* No, I haven't. Sorry.
*Mr Archer:* Have you tidied your room?
*Len:* No, I haven't.
*Mr Archer:* Have you washed the car?
*Len:* No, I haven't.
*Mr Archer:* You're a lazy boy, Len. You haven't helped today. So, no television.
*Len:* Dad! I haven't watched relevision all week!



What can't Len do? Why?



I've cooked = I have cooked.
I haven't washed = I have not washed.

**Questions and short answers**

| | |
|---|---|
| Has Gwen cooked the chicken? | Yes, she has. |
| Has Len washed the car? | No, he hasn't. |

Unit 3

Lesson 3

AB31

20

# I've finished my work

20 Sing a song.






I've cleaned the windows and washed the floor.
I've swept the path and painted the door.
Is there anything else you want me to do?
I've finished my work and want something new.

I've tidied my garden and watered the plants.
I've talked to my uncles and talked to my aunts.
Is there anything else you want me to do?
I've finished my work and want something new.






**Present perfect tense**

I have cleaned the windows. He has not washed the car.

We make the Present perfect tense like this:

have/has + the past participle of the verb

We use it to talk about things that have happened just now, today, this week, this month or this year.

1 How many different past participles can you find on pages 21 and 22?
2 What do you add to the verb to make a past participle?
3 Two past participles are different. Did you find them?

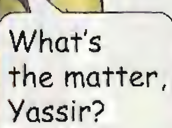
# What's the matter?

What are they saying?

**Read and work it out.**

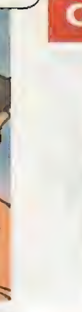
A






B

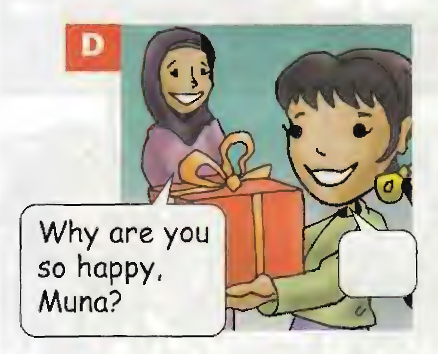


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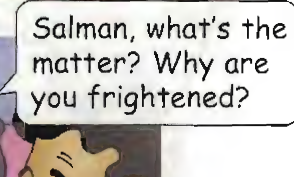

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E



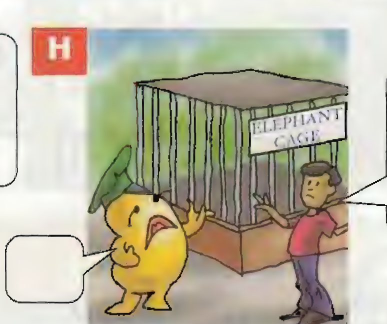

F




G




H



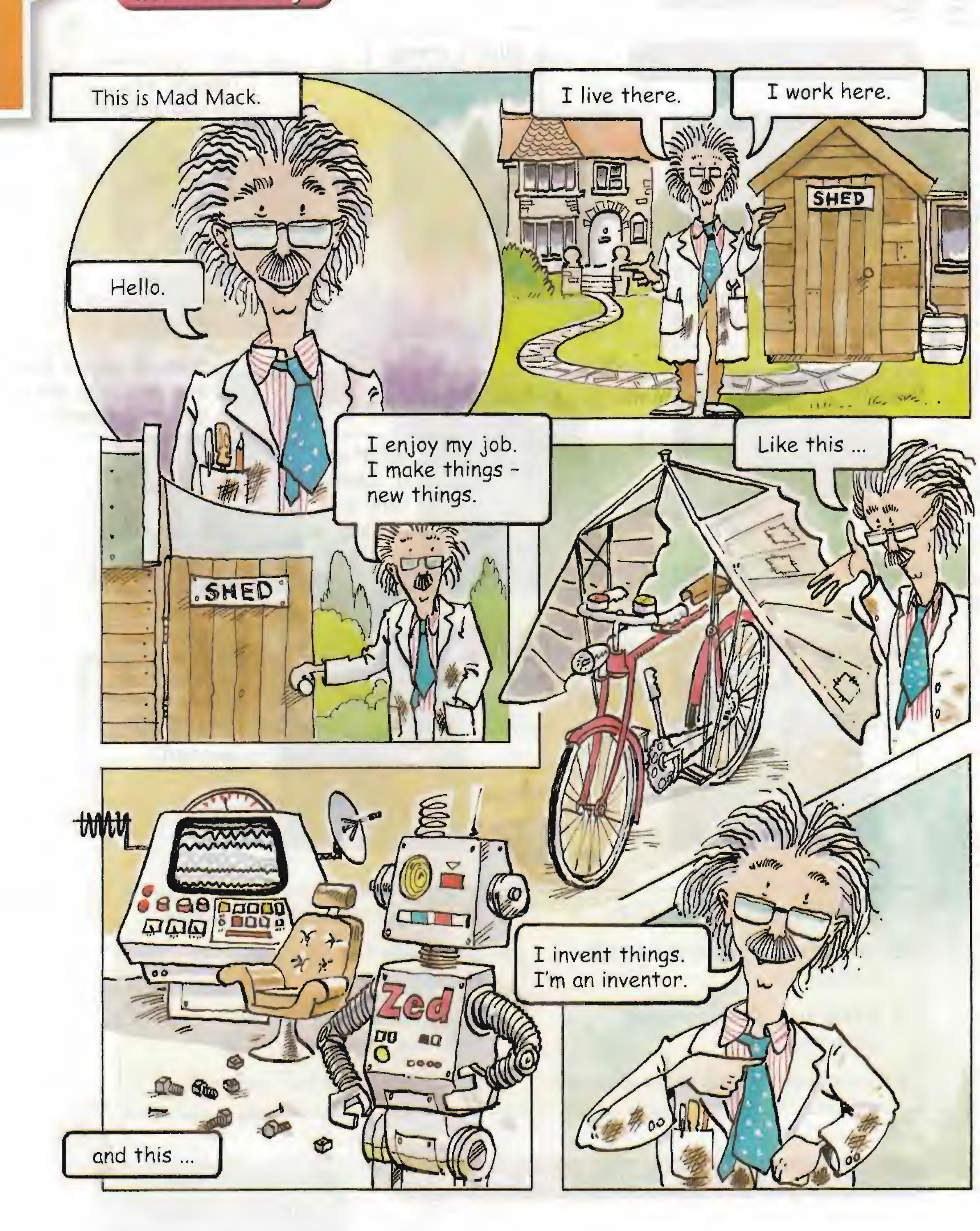

1 I've just read a ghost story.
2 Ahmed has gone to the beach without me.
3 I feel sick. I've eaten too much chocolate.
4 Somebody has taken my elephant.
5 I've forgotten my English books.
6 Somebody has drunk all the lemonade.
7 Dad phoned. He's bought me a new computer.
8 Daddy has given me a present.

**22 Now listen and check your answers.**

**Project** Make a scrapbook about **moods and feelings.**

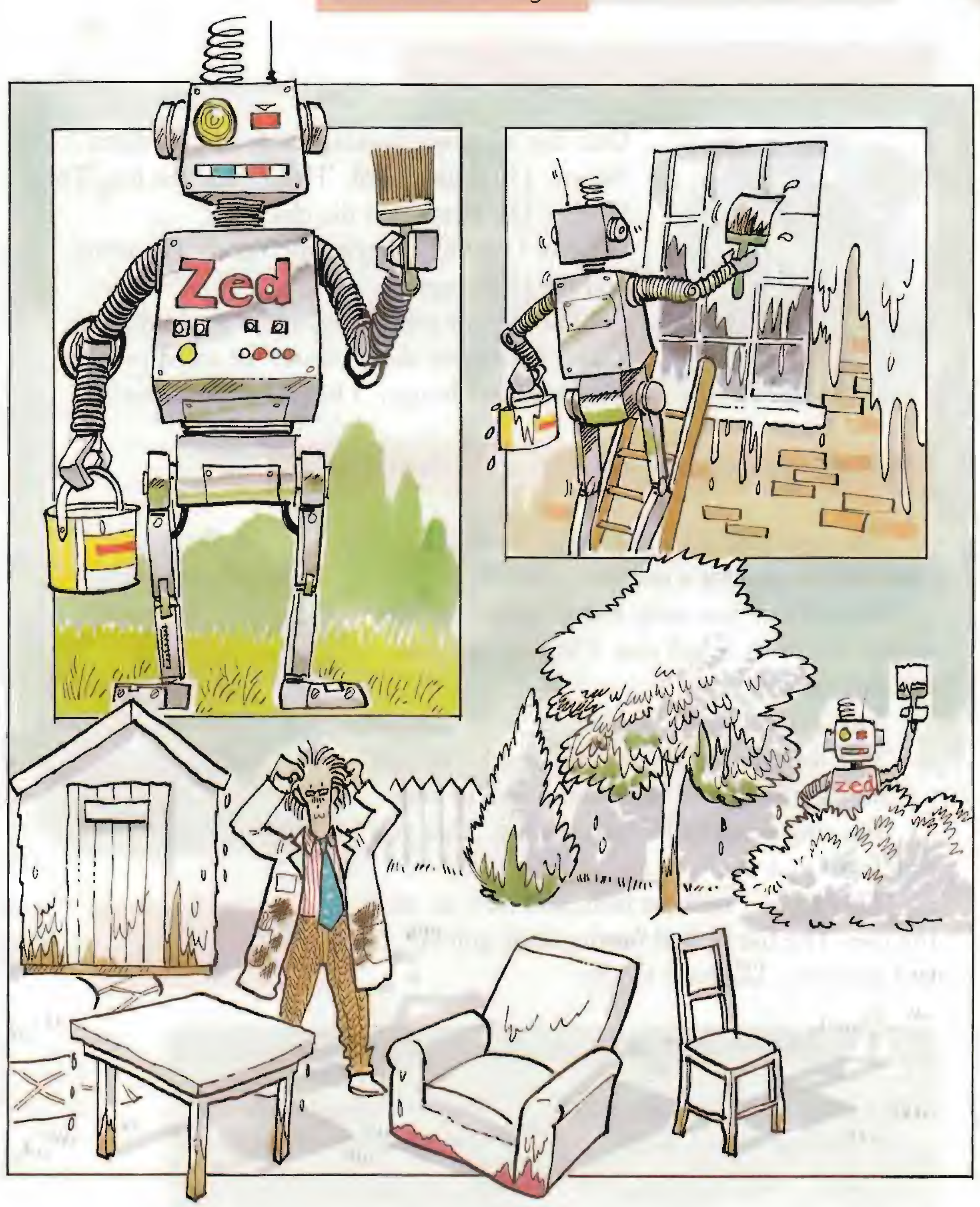
# Mad Mack

**Read the story.**



# *Mack's robot*

What is Zed doing?




What has Zed done?

**Now answer the questions in your Activity Book.**

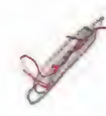
Unit 3

Lesson 7

AB36–38

23

# *The hungry fox*



**Read the story and answer the questions.**

Why did the fox want to find the chickens?



One day, a fox was looking for food on a farm. He saw a bird on a shed. 'Hello,' said the fox. 'I'm hungry. Have you seen the chickens?'

'No, I haven't. They're my friends. Go away!' said the bird angrily.

The fox saw some meat under the bird's foot. 'Can I have some meat, please?' he asked politely. 'I'm very, very hungry. I haven't eaten today.'

What did the fox tell the bird? Do you believe the fox?

'No, you can't. It's mine,' said the bird. The fox thought for a minute.

'Um – Have you sung today?' asked the fox slowly. 'I haven't heard you. They tell me you can sing very well.'

'That's right,' said the bird.

'Sing for me, please,' said the fox.

'All right,' said the bird, and began to sing.

'You sing beautifully,' said the fox. 'Can you sing from that tree?'

'Thank you,' said the bird, and flew up to the tree. The fox picked up the meat quickly and ran away, laughing loudly.



Why was the fox laughing?



**Adverbs of manner**

| | |
|---|---|
| The bird's song was beautiful. | The bird sang beautifully. |
| The fox had a loud laugh. | The fox laughed loudly. |

Adverbs of manner tell us how somebody does something. We add ly to the adjective to make most of them.

**Be careful!** 'y' sometimes changes to 'i'.
**Example:** He was angry. He shouted angrily.
Different adverbs: He has a fast car. He drives fast.
She is a good singer. She sings well.

# Once upon a time …

Look at the pictures. Do you know this story?
24 Listen to the story and put the pictures in order.




What do you think these words mean?

shepherd sheep bored wolf funny dead

**Which of these does the story tell you?**

- Do not laugh at people.
- Do not tell a lie.
- Wolves are dangerous.

Unit 3

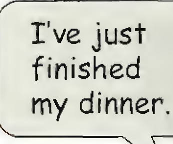
Lesson 9

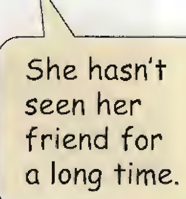
AB40/41

# Round up

**Now you can do these things:**

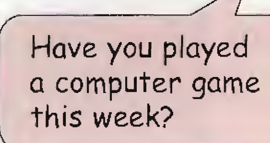
**1 Talk about things you have done or have not done recently.**




We haven't finished our homework.

**2 Ask and answer questions about things you have done.**




Yes, I have.

Have you watched television today?

No, I haven't.

**3 Ask questions about how people are.**

What's the matter?

What's wrong?

What is it?

Why are you so sad?

**4 Talk about how people do things.**

Huda sings beautifully.

Ahmed speaks English well.

He walked home slowly.

**5 And you have …**

- sung a song.
- used pictures to tell a story.
- written a story.

# Khalid and the key

STORY TIME

**Read the story and answer the questions.**

Why did Uncle Rashid take Khalid and his father home?

One day Khalid went fishing with his father. When they got to the beach, Uncle Rashid's car was already there. He was waiting for them on his boat. Khalid's father gave Khalid the car key. 'Look after this, please, Khalid,' he said. 'I'll be busy. Don't lose it.'

'No, Dad,' said Khalid.

He put the key round his neck on some string. They sailed out to sea and Uncle Rashid and Khalid's father started fishing.



Khalid put the key round his neck.

'I've caught one!' said Uncle Rashid.

'Me too,' said Khalid's father. They both caught two more. Then …

'Help! Quickly, Khalid. Help me. This one is huge!'

Khalid helped his father pull the huge fish into the boat.

'OK,' said Uncle Rashid. 'That's enough fish. Let's go back.'

They sailed back to the beach. Khalid's father said, 'The key, please, Khalid.'

Khalid put his hand to his neck. 'It's



Khalid helped his father pull the huge fish into the boat.

gone! The key's gone! I've lost it,' he said. 'Oh, no!'

They looked inside the boat and on the beach. They looked in the sand near the car. The key wasn't there.

'I'm sorry, Dad,' said Khalid. 'I'm very sorry.'

'All right, Khalid. Don't worry,' said his father. 'I have another key at home.'

'Perhaps the fish has eaten it,' said Uncle Rashid. They all laughed.

'Right, let's go home,' Rashid said. 'We'll come back for your car tomorrow.'

Khalid's mother was very pleased with the big fish. 'I'll cook it for dinner,' she said. 'Can you cut it up, please, Khalid?'

'Yes, Mum,' said Khalid sadly.

'Khalid, don't worry,' said his father. 'It was only a car key. Now cut up the fish.'

Khalid was cutting up the fish when suddenly, he stopped. 'Dad! Dad!' he shouted. 'I've found something!'

What has Khalid found?



Unit 4

Lesson 1

# Lazy Len's day

## Vocabulary tip – how to remember words

Collect words in groups in your notebook.
For example, you can collect:

- nouns: the names of food, buildings, ...
- adjectives: to describe feelings, places, ...
- adverbs: that tell you how, or how often people do things.

**Talk about what Len did yesterday. Use the pictures and an adverb from the box to make sentences.**

Example: *He sang badly.*

| angrily | badly | carefully | easily | loudly | noisily |
|---|---|---|---|---|---|
| politely | quickly | quietly | slowly | beautifully | |

1 

2 

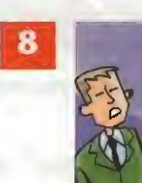
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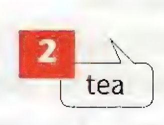
8 



**Play this game.**

The game is called *Word chains*. One student says a word, for example, breakfast. Each student has to think of a word that goes with the one before. Try to play the game quickly.

1 


2 


3 


4 

You can use these words to start the game: *beach* *park* *trainers* *dinner*

# Khalid's birthday present

**Read and work out the conversation.**

Ahmed is at school with his friend, Jassim. Ahmed is feeling happy, but Jassim is angry – at first.





**Punctuation**

! This is an exclamation mark.
It shows that the speaker ...
is giving an order, or
is surprised, or
is speaking loudly, or
is happy about something.

*Ahmed:* Hey, Jassim! Don't forget. It's Khalid's birthday tomorrow.

*Jassim:* 1

*Ahmed:* What's the matter? Why are you angry?

*Jassim:* 2

*Ahmed:* Oh, Jassim! When did you lose it?

*Jassim:* 3

*Ahmed:* What did you want to get him?

*Jassim:* 4

*Ahmed:* I've just bought him a model plane.

*Jassim:* 5

*Ahmed:* Hey! Hang on! What's that on the teacher's desk?

*Jassim:* 6

**What did Jassim say?**

a) I've no idea. Yesterday afternoon in the Mall, I think.
b) I haven't forgotten. The tenth of January.
c) Fantastic! I lost it here. We'll go shopping after school. Great!
d) I haven't bought him a present and I've lost my wallet.
e) I can't get him anything now.
f) A model plane, of course. What do you think?

**27 Listen and check. Then practise the conversation.**

**Speaking tip 2**

When you act the conversation, think about how the boys feel. Try to copy how they speak on the audio.

# The monkey in the café

## Reading tip 1

When you read, you will find some words that you don't understand. This is not a problem. You can often work out what they mean. Look for clues in the same sentence or in other sentences.

**Work out the meaning of the red words.**

1 The amusement park is very popular. A lot of people go there every day.
2 When I went to England last winter, it was freezing. I had to buy more clothes to keep warm.
3 Stubbs is a very famous English artist. He painted many pictures of horses.
4 Luckily, I saw the car coming before I started to cross the road.

**Use the new words in sentences.**

**Read this story and work out the meaning of the red words. Look for clues.**

One day Muna was having lunch in the café with her mother and father. Suddenly a monkey came in through the door. Muna was frightened.

'Look, Mummy!' she screamed. 'A gorilla!'

'No, no, Muna. It's not a gorilla. It's just a little monkey,' said Mrs Saif. She wanted to calm Muna down.
The monkey stayed near the door. It was very thin.

'It's starving,' said Mr Saif. 'It wants some food.'
Suddenly the monkey jumped up onto their table and grabbed a burger from Mr Saif's plate.

'Hey! Stop that!' he shouted.



The monkey leapt over to another table and grabbed some salad. All the waiters chased the monkey, but they could not catch it. It knocked over a table and all the drinks spilled onto the floor. It threw food everywhere and then escaped through the door. All the people in the café helped tidy up the mess.

'Where did it come from?' asked Mr Saif.

# Writing a story

**Yassir had to use these pictures to write a story. Read his story.**




What do you think of the story?

We were in the desert. We were thirsty. We found some water. Then we saw a snake. It bit my friend. I called the police. A doctor came.

It's not very interesting.

It's boring.



How do I make it interesting? How can I make it better?

Yassir's teacher asked these questions:

| | |
|---|---|
| Who and why? | We were in the desert. |
| Why? | We were thirsty. |
| What was it like? | We found water. |
| What did it look like? | Then we saw a snake. |
| Who? How did he feel? | It bit my friend. I called the police. |
| When? How did you feel? | A doctor came. |
| What happened next? | |

Can you answer the teacher's questions?

**Writing tip 3**

When you write a story, try to paint a picture. Use adjectives and adverbs so that the reader can see what happened. Choose your words carefully.

Unit 5

Lesson 1

AB54

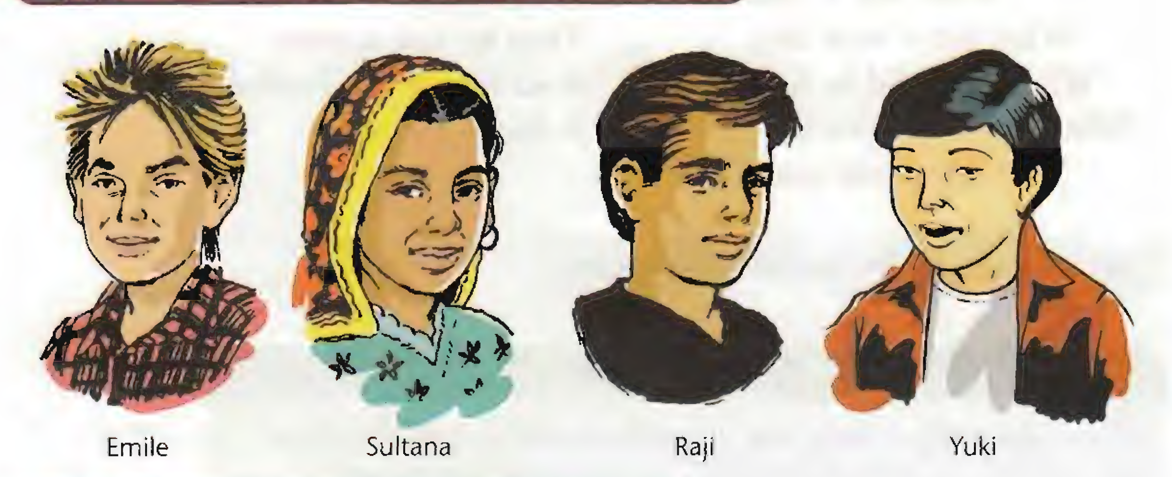
28

# Other countries

**Talk about the pictures. Which countries do you think the pictures show?**

France India Oman Japan

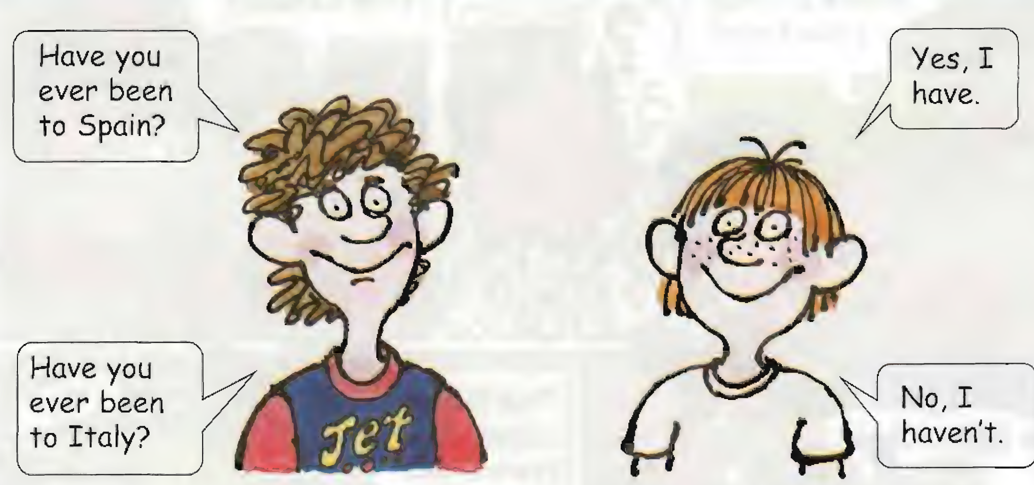
**Where do you think they come from?**




**28 Listen and check your answers.**

## Ask and answer the questions.




Which countries have the other students in your class been to?

## Find out.



Jassim has gone to London. = Jassim is in London now.
Jassim has been to London. = Jassim is now back home.

Unit 5

Lesson 2

AB54/55

29

# Big Bill

**29 Listen and read. Then read and answer the questions.**




Where do the apples come from?




Have you ever been to England?
Have you ever been to Oman?

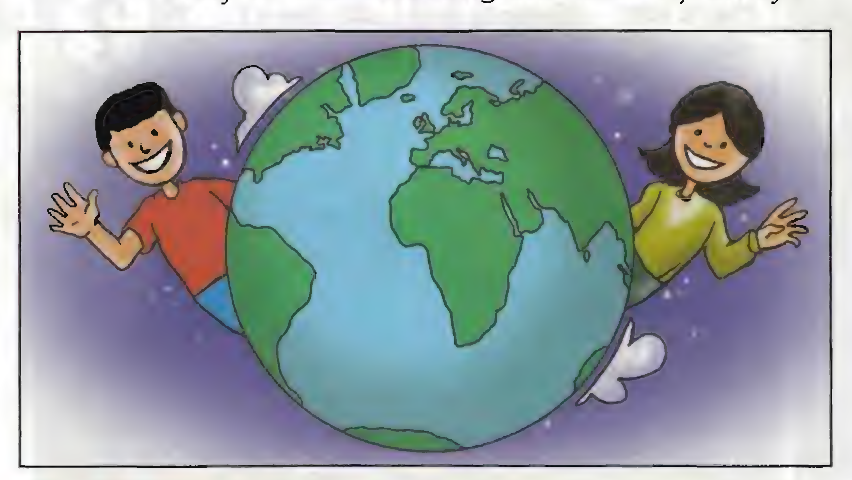
Unit 5

Lesson 4

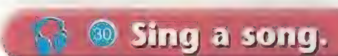
AB58
30

# We've been everywhere

Jassim and Dalia have been everywhere.
They've written a song about their journeys.



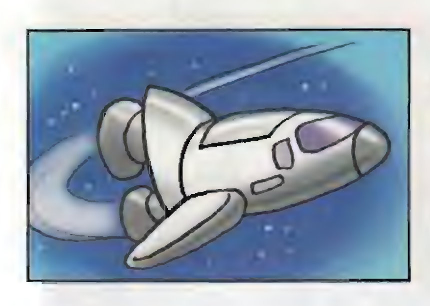
**Project** Make a scrapbook about **famous places.**






I've been to England and I've been to France,
I've been to Australia, too.
I've been to America and I've been to Japan,
What about you?

I've been to India and I've been to Oman,
I've also been to Spain.
I've been to Africa and I've been to Wales,
But now I'm home again.



I've been in a rocket and I've
been on a boat,
I've also been in a plane.
I've been round the world and I've
been to the moon,
But now I'm home again.

I've been to the mountains and I've been to the lake,
I've also been to the sea.
I'm going to the beach and I'm going to the farm,
Are you coming with me?

**Read the words of each verse of the song aloud. Try to put in your own words.**

# Four countries

**Read about these countries and do the exercises in your Activity Book.**

## INDIA

India is a big country with a huge population. About one thousand million people live there. Agriculture is the most important part of the economy. The people are mainly farmets and they grow rice, tea, cotton and many other things. There is also quite a lot of industry. They make cars, buses and clothes.

Visitors to India can do lots of things. They can ride elephants, look at wild animals and climb mountains.





## OMAN

Oman is not very big and it has quite a small population. The oil industry is important, but agriculture is more important. Most people work as farmers or fishermen. The farmers grow fruit and vegetables.

Visitors to Oman can buy jewellery and visit interesting old forts. They can also go swimming, sailing and climbing.





Unit 5

Lesson 5

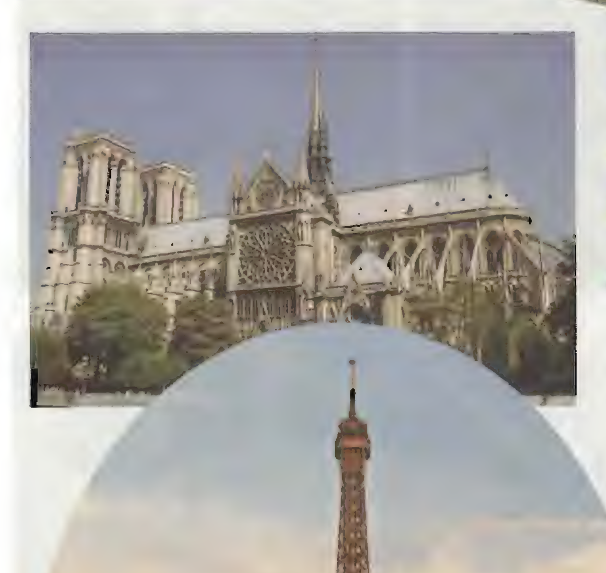
AB59/60

# Four countries

## JAPAN

Japan is not a very big country, but it has a large population. Industry is very important. Japan makes cars, computers and all kinds of things for the home. The farmers grow rice and vegetables.

Japan is very interesting for visitors. They can see old temples and beautiful gardens. They can also go shopping in big modern stores.



## FRANCE

France is a big country, but the population is quite small. Industry and agriculture are both important. They make cars and planes and grow a lot of fruit and vegetables.

France is famous for its shops and restaurants. It also has many interesting museums and old buildings. Some people say that France is the most beautiful country in Europe.



# Have you ever been to Indonesia?

**Talk about the pictures. Work out the meaning of the new words.**

A

An ape – the man of the woods

B

Pepper, coffee and rubber

C

Long, sandy beaches

D

Old temples

E

The Istiqlal Mosque, Jakarta

F


The country of a thousand islands

G

One of our famous volcanoes

H

Bird of paradise

**31 Listen and number the pictures in the order you hear about them.**

Unit 5

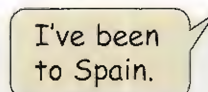
Lesson 9

AB65/66
32

# Round up

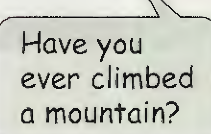
**Now you can do these things:**

**1 Talk about things you have done or have not done in your life.**




I've never ridden a horse.

**2 Ask and answer questions about what people have done up to now and exactly when.**



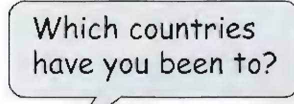

Yes, I have.

Have you ever flown in a plane?

No, I haven't. I've never flown in a plane.

- Have you ever seen an accident? (at any time up to now)
- Yes, I have.
- When did you see one? (at what time)
- I saw an accident last week.

**3 Ask questions with a preposition at the end.**

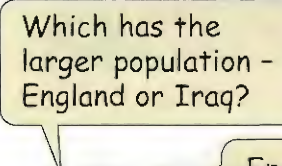



I have been to Scotland, England and Bahrain.

What did he talk about?

He talked about his holiday in France.

**4 Compare countries.**




England.

Which is bigger – Indonesia or Bahrain?

Indonesia.

Which country has the largest population in the world?

China.

**5 Compare places.**

The mountains in Iraq are more beautiful than the mountains in Jordan.

The most beautiful mountains in Iraq are near Mosul.

**6 And you can …**

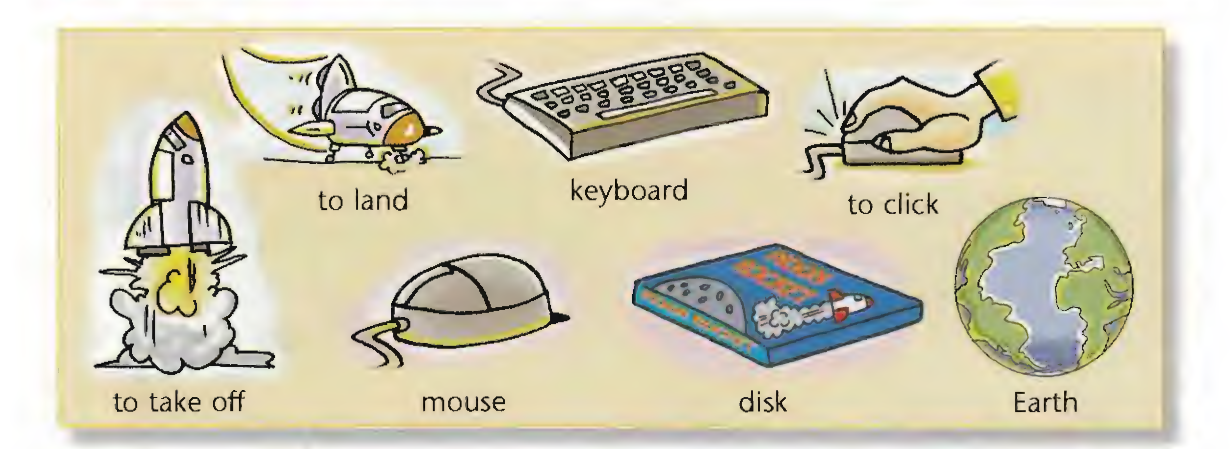
- say where things and people come from.
- talk and write about your own country and other countries.

# Where have you been?

STORY TIME

Shatha played a computer game. How long did she play?

**Read and find out.**




Shatha was working on her computer in her room. Her mother shouted from the hall. 'Shatha, what are you doing? It's your favourite programme at 8 o'clock.'

'Homework, Mum,' said Shatha.

'Oh, well, come to the sitting room when you've finished.'

Shatha wrote two more words.

'Right,' she thought. 'That's that. I've done all my homework. I'll play this new game – *Moon Rocket*.' She picked up a disk and put it into the computer. She had to fly to the moon in a rocket.

Shatha's rocket took off. Danger left! A monster! Click on mouse. Dead. Next, danger right! A meteor! 'Quick,' thought Shatha. 'Use the keyboatd.' Bang! Go on!

'Answer this question,' said a voice. Shatha read a question on the computer screen.

Which is the longest river in the world?
A The Mississippi
B The Nile
C The Amazon

'Click on B,' thought Shatha. There were more monsters, more meteors, more questions, then these words – 'Congratulations! Land on the moon.' Shatha's rocket landed on the moon very slowly. The computer showed pictures of the moon. There were dead volcanoes and huge deserts. In the sky was Earth – our home.

'That was fun,' thought Shatha, and turned the computer off. She went to the sitting room.

'Shatha!' said her father. 'Where have you been? It's 10 o'clock. You've missed your favourite programme.'

'Oh,' said Shatha. 'I've been to the moon.'

Unit 6

Lesson 1

AB69

# A Japanese pen-friend

Fuad wanted a pen-friend. He advertised in a magazine for young people. He got this letter from a boy in Japan.

**Read the letter and answer the questions in your Activity Book.**

PO Box 261,
Soma,
Honshu,
Japan
12th April

Dear Fuad,

I read your name in a magazine. Would you like to be my pen-friend? I hope so. I am a Japanese boy and I am thirteen years old. As you can see, I live in a small town called Soma. My house is very near the sea. My favourite pastimes are fishing and collecting stamps.

What is Iraq like? Japan is not very big, but it is very beautiful. There are a number of large cities as well as small towns and villages. We have many mountains, rivers and lakes. Japan is very green because it rains a lot in summer. The wettest month is September. In winter it is very cold and sometimes it snows.

Would you like to visit Japan one day? There are lots of interesting things to see and do. For example, you can visit Disneyland, go to a baseball match or learn to do judo. You can also visit lovely gardens or go to see a traditional Japanese play.

Please write and tell me all about yourself and your country.

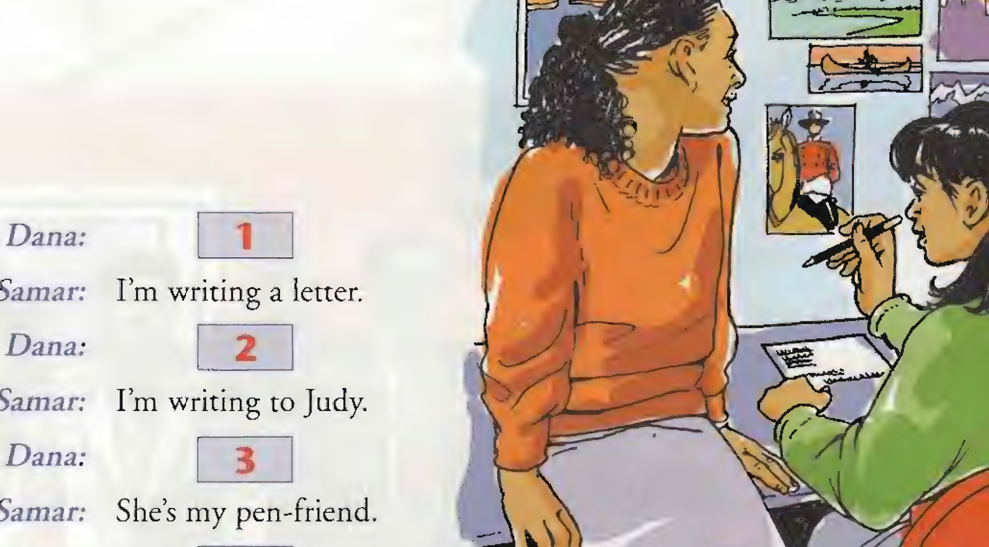
Yours,
Yuki Ono

Would you like a pen-friend? From which country? Why?

**Project** Make a scrapbook about **pen-friends**.

# Samar's pen-friend

**Read and work out the conversation.**



*Dana:* 1
*Samar:* I'm writing a letter.
*Dana:* 2
*Samar:* I'm writing to Judy.
*Dana:* 3
*Samar:* She's my pen-friend.
*Dana:* 4
*Samar:* In Canada. She's Canadian.
*Dana:* 5
*Samar:* I advertised in a magazine for a pen-friend.
*Dana:* 6
*Samar:* Of course you can.
*Dana:* 7
*Samar:* Of course they don't. They come from countries all over the world.
*Dana:* 8
*Samar:* Yes, they are. Judy sent them to me.
*Dana:* 9
*Samar:* Yes, I have. I'll get it for you.

**What did Dana say?**

a) Where does she live?
b) And do all pen-friends come from Canada?
c) Who's Judy?
d) Have you got the name of the magazine?
e) What are you doing, Samar?
f) How did you find her?
g) Who are you writing to?
h) Oh, can I do that too?
i) Are those photographs of Canada?

**35 Listen and check. Then practise the conversation.**

Unit 6

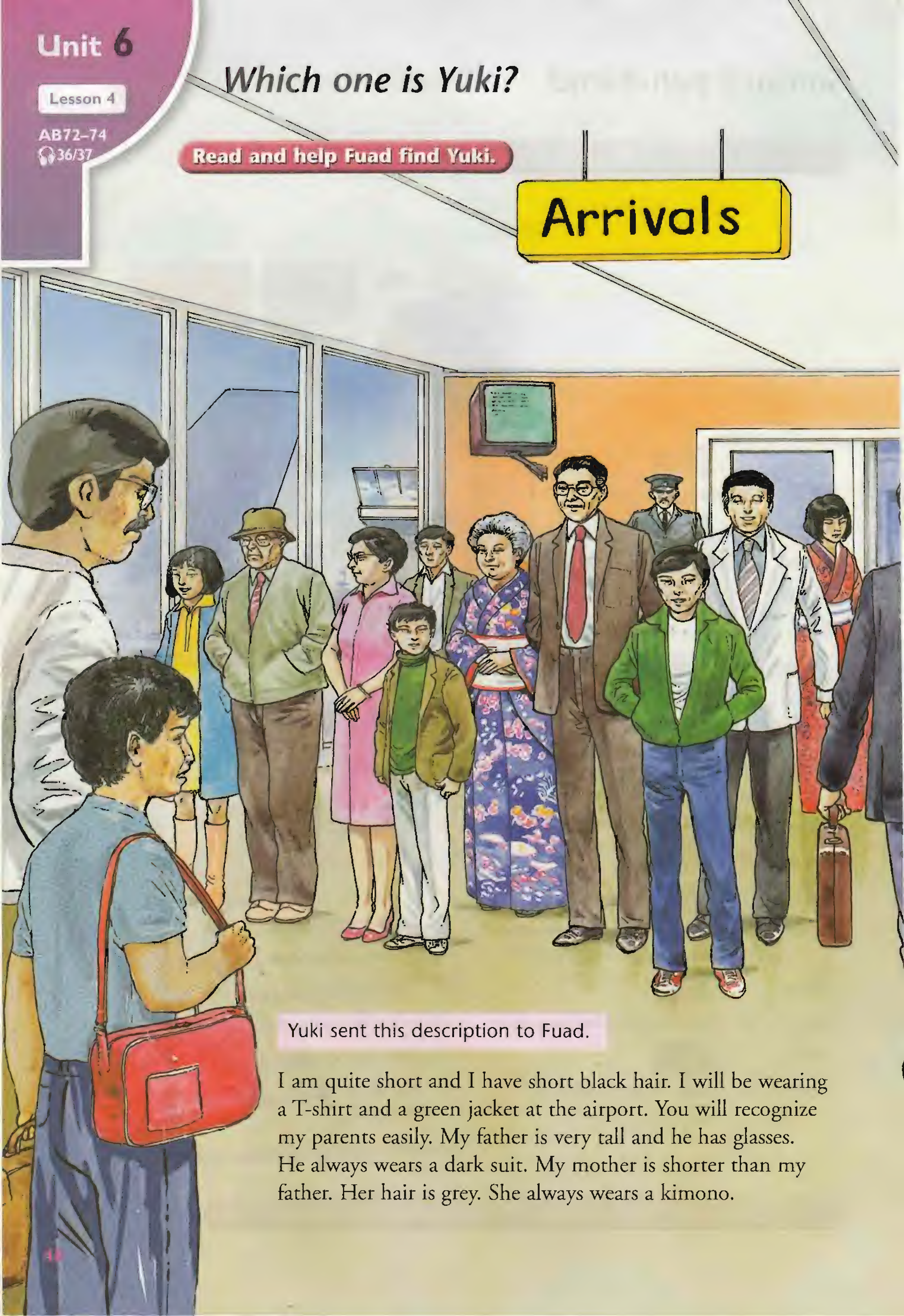
Lesson 4

AB72–74

36/37

## Which one is Yuki?

**Read and help Fuad find Yuki.**




Yuki sent this description to Fuad.

I am quite short and I have short black hair. I will be wearing a T-shirt and a green jacket at the airport. You will recognize my parents easily. My father is very tall and he has glasses. He always wears a dark suit. My mother is shorter than my father. Her hair is grey. She always wears a kimono.

# Fuad meets Yuki

**38 Listen and read. Then practise the introductions.**





*Yuki:* Hello, are you Fuad?

*Fuad:* Yes. And you must be Yuki. Hello.

*Yuki:* How do you do? Come and meet my parents.

Yuki introduced Fuad to his parents at the airport. Then they all went to Yuki's uncle's house by car. Yuki's father drove the car on the left. On the way, Fuad noticed many other strange things. Some people were wearing traditional clothes. The signs above the shops were in Japanese. Fuad could not understand a word, but it was a very interesting journey.

*Yuki:* This is my father. Dad, this is Mr Salim and this is Fuad.

*Fuad:* How do you do, sir?

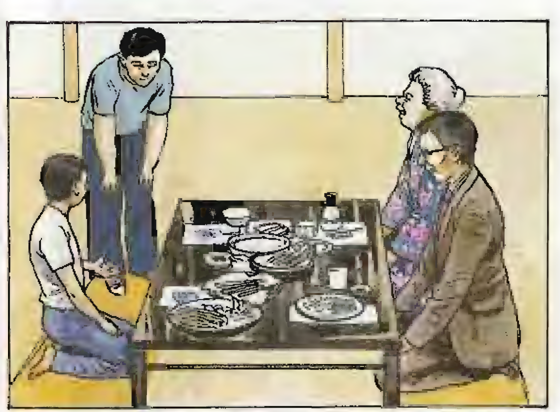
*Mr Ono:* How do you do? You are very welcome.

At the house Fuad and his uncle met the rest of Yuki's family. Yuki's uncle is a huge man. At first, Fuad was a little afraid of him, but Mr Mitsubishi was very kind and friendly. Yuki's brother, Giro, is sixteen. He is tall, thin and very quiet. His sister, Reiko, is the opposite. She is seven and she talks a lot. She spoke to Fuad in Japanese because she does not speak English. She laughs a lot too. Everyone was very friendly.

# Fuad's first meal in Japan

39 **Listen and read. Then look for differences between Japan and Iraq.**





*Mrs Ono:* Come and eat, Fuad. Are you hungry?

*Fuad:* Yes, I am. But where do I sit?

*Yuki:* We don't sit on chairs when we eat. We kneel on the floor, like this.

*Fuad:* I see. We sit on the floor in my house.





*Mrs Ono:* Let's eat then.

*Fuad:* What are these?

*Yuki:* Chopsticks. In Japan we always eat with chopsticks.

*Fuad:* Oh! In my country we usually eat with knives, forks and spoons.





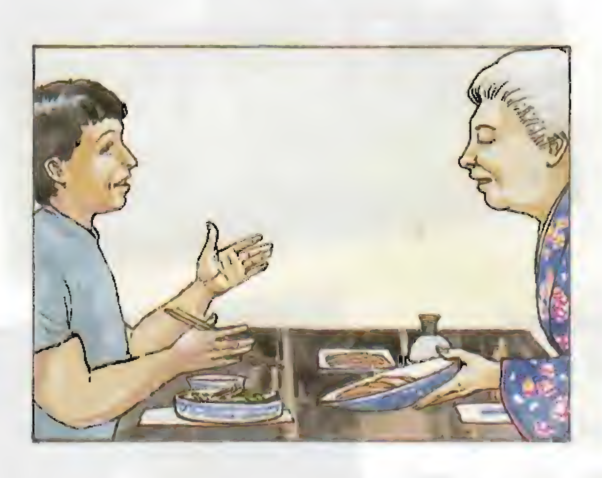
*Fuad:* It's harder with chopsticks.

*Yuki:* You'll learn.

*Fuad:* Or I'll be hungry!

*Fuad:* This is very nice fish. How do you cook it?

*Mrs Ono:* We don't cook it. This is raw fish. We eat it with a sauce.





*Fuad:* Really! At home my mother always cooks the fish.

*Mrs Ono:* Well, sometimes I cook fish, but I like it this way.

*Fuad:* Do you cook the meat?

*Mrs Ono:* Of course. We always cook meat. Have some of these vegetables.

*Fuad:* Oh, thanks. Well, it's different from home, but it tastes nice.

**Practise the conversation.**

Unit 6

Lesson 7

AB77

# A postcard from Fuad

Fuad sent a postcard from Japan to his friend, Salih, in Basra.

**Read the postcard. Then answer the questions.**

Hi Salih,

Japan is wonderful. Yuki's family have been really kind. They've taken me everywhere. I've visited Disneyland. That was fantastic. I've also been to a traditional Japanese play. I didn't understand a word, but it was interesting to see. Japanese food is delicious. I've even tried some raw fish and it was quite good.

I've bought a new camera for you. I hope you'll like it.

See you soon.

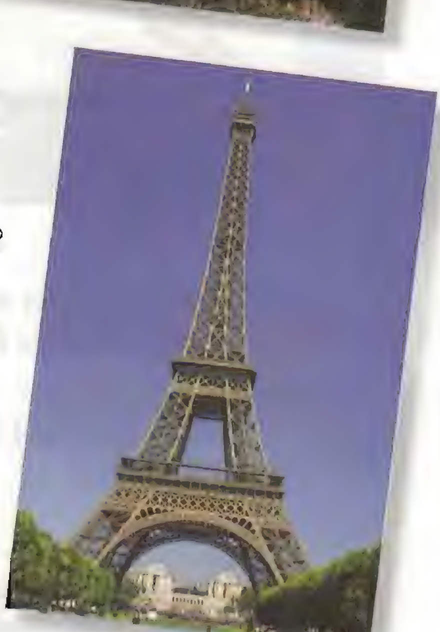
Fuad

Salih Al Wasiti
P.O. Box 437
Basra
IRAQ

1 How does Fuad feel about his holiday? Which words in his postcard tell you this?

2 Note down the things he has done in Japan. Which did he like best, next best, and so on?

**Discuss your answers with the class.**



You are going to hear someone reading this postcard. Which country do you think it is from?

# Round up

**In this Unit you have done these things:**

**1 Described people.**

He's very tall and thin.

He's short and plump.

He has grey hair.

He wears glasses.

She has long, dark hair.

She's wearing a white blouse and a blue skirt.

**2 Practised introductions.**




**3 Talked about things that will happen in the future and continue for some time.**

All continuous tenses describe something that goes on for some time.

**Examples:**

a) Yesterday, I was watching TV when Abla rang me. (Past continuous)

b) I'm sitting here thinking about what I'd like to eat. (Present continuous)

c) At this time on Thursday I will be playing basketball. (Future continuous)

**4 And you have ...**

- Listening: made notes of details you have heard.
- Reading: worked out meanings of words; worked out how someone feels because of the words he/she used; developed understanding of paragraphs.
- Writing: written a letter and a postcard and tried to make your writing interesting to the person reading it.
- Project: made plans to find a pen-friend, chosen the country you want a pen-friend in and found out about the country.

Maybe you have found a pen-friend.

Unit 6

Lesson 10

AB81

42

# A wolf in the forest




After a plane crash, a family were lost in a forest. What happened to them?

**Read and find out.**



John Harper, a Canadian, was flying his small plane. With him were his wife, Clare, and his two children, Lucy, aged four and Ben, aged nine. They were flying over a forest. Suddenly, the engine stopped.

'What's the matter? Why has the engine stopped?' asked Clare.

'I don't know,' said John.

He tried to start it again, but nothing happened.

'It's no good,' said John. 'It won't start. We're going down.'

John was lucky. He found a clear place between the trees and landed the plane. Nobody was hurt. They climbed out and looked around.

'Where are we?' asked Clare.

'I don't know,' answered John.

'Well, we can't stay here,' said Clare. 'Which way do we go?'

'Hey, Dad! Look!' said Ben. He pointed to some trees. 'There's a big dog up there near the trees.'

'That's not a dog. It's a wolf,' said John.

'Is it dangerous?' asked Clare.

'No,' said John. 'Wolves don't hurt people.'

The wolf came towards them, then moved away, came towards them again and moved away again.

'I think he wants us to follow him,' said Ben.

'Well, I don't know where we are. Maybe he does,' said John. 'Let's follow him.'

They followed the wolf through the trees. Every now and again, the wolf stopped, looked at them and then moved off again. After about two hours, they came to a road. Just off the road was a village.

'Thank God,' said John.

'We can phone from the village.'

'Dad, where's the wolf?' asked Ben.

They looked around, but the wolf was not there anymore.

# Instructions

**Talk about the pictures. Then read and match the instructions to the pictures.**











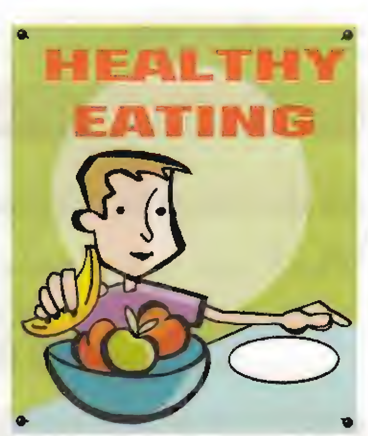

D












1 Keep off the grass.
2 Don't write in this space.
3 Add water and mix with the flour.
4 Eat plenty of fruit and vegetables.
5 Don't leave keys in the car.
6 Don't put hot plates on the table.

Look for warnings at home, in the street, in the park.

Unit 7

Lesson 2

AB86/87

# Warnings to children

**Talk about the pictures and work out the meaning of new words.**




**Now answer these questions.**

**All the things in the pictures can be dangerous for children.**

Which ones … can make them sick?
… can hurt them badly?
… can kill rhem?

**Read these warnings and match them to the pictures.**

1 Put thar down! You'll cut yourself.
2 Don't drink that! You'll make yourself sick.
3 Don't go in the pool alone! You'll drown yourself.
4 Don't play with matches! You'll burn yourself.
5 Don't touch those! You'll cut yourself.
6 Don't put that on your head! You'll kill yourself.

**Talk to your partner and check your answers.**

# Warnings to parents

Read the posters and try to work out the meaning of new words.

Where do most accidents happen?
In the street? On the beach? At school?

**NO!**

Most accidents happen at home.

**DON'T LET ACCIDENTS HAPPEN IN YOUR HOME!**

**1**

Always keep medicines out of the reach of children.

**2**




**3**

Always keep knives away from children.

**4**

Never let children play in pools alone.



**5**




**6**

Always keep plastic bags out of the reach of children.



Unit 7

Lesson 4

AB88

43

# Going fishing

**43 Listen and read. Then read and answer the questions in your Activity Book.**

Mazin has a shop near the sea in Um Qasr. When people want to go fishing, they can buy or hire everything they need in his shop. Khalid and Ahmed are going fishing. They are in Mazin's shop.




*Mazin:* What will you do if the boat sinks?

*Ahmed:* If the boat sinks, we'll swim.

*Mazin:* Yes, but you'll need these life jackets.

*Ahmed:* Oh, yes. Thanks.

*Mazin:* What will you do if you get lost?

*Khalid:* If we get lost, we'll use a compass.

*Mazin:* Right. Here you are. One compass.

*Khalid:* Thanks.

*Mazin:* Now, what will you do if the motor stops?

*Ahmed:* If the motor stops, we'll row.

*Mazin:* OK. So you'll need oars, won't you?

*Ahmed:* Oh, yes.

*Mazin:* Right. One pair of oars. I think you'll be safe now.

*Khalid:* How much is that, Mazin?

*Mazin:* Let me see … Well, if you take me fishing, I'll give you everything free.

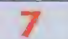
*Khalid:* Fantastic! Let's go!

**Read the conversation aloud.**

# Danger!

**Read and work out the conversation.**



*Mum:* Saeed, where's Amal?
*Saeed:* 1
*Mum:* Have you seen her?
*Saeed:* 2
*Mum:* Did she go into the garden with you?
*Saeed:* 3
*Mum:* Oh, no!
*Saeed:* 4
*Mum:* The bathroom!
*Saeed:* 5
*Mum:* I've filled the bath with very hot water.
*Saeed:* 6
*Mum:* Run! Run!
*Saeed:* 

**What did Saeed say?**

a) What's the matter, Mum?
b) I'll go and look.
c) She was in the sitting room two minutes ago.
d) I've got her, Mum. She's OK.
e) I don't know.
f) What about the bathroom?
g) No, she didn't.



**44 Listen and check. Then practise the conversation.**

Unit 7

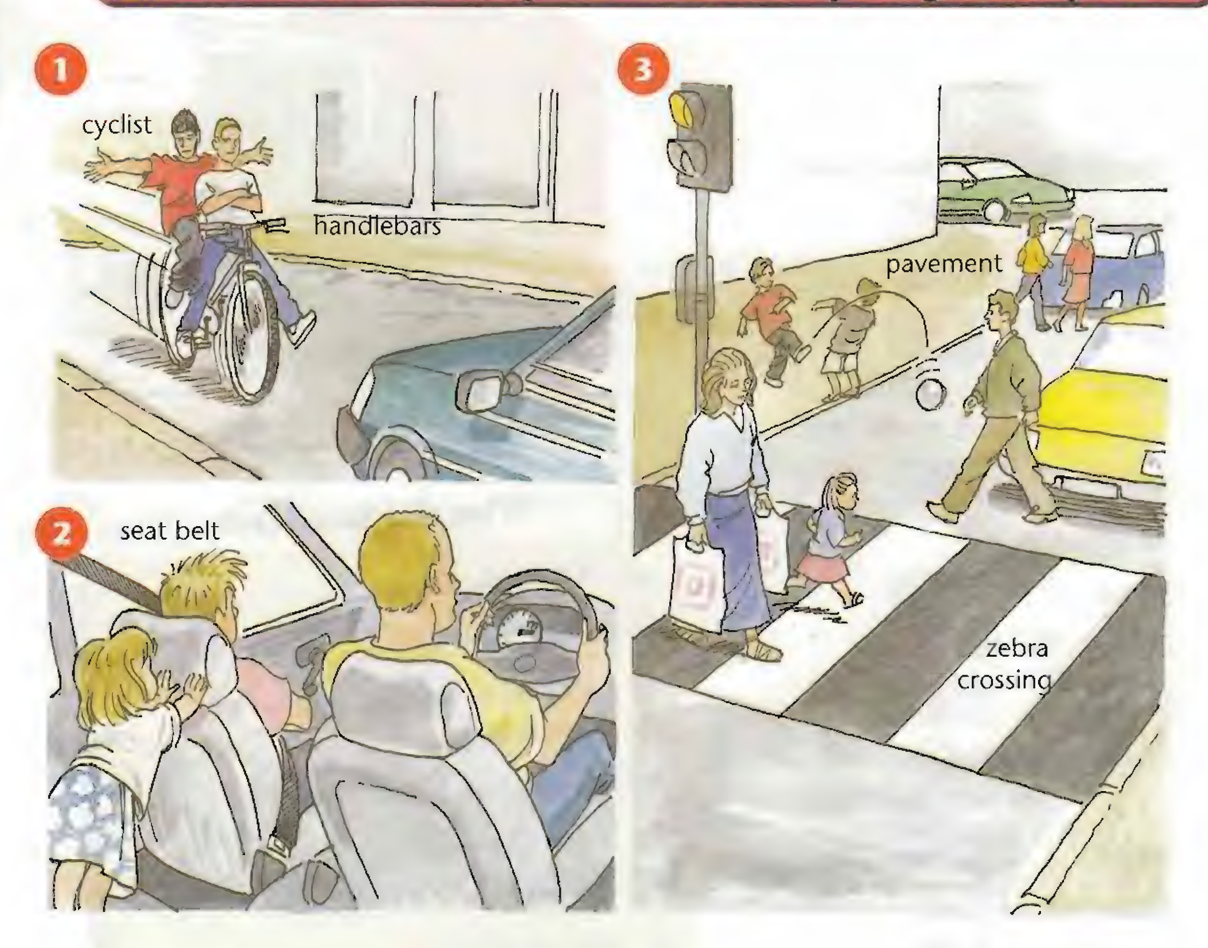
Lesson 8

AB94/95

45/46

# Road safety

**Look at these three pictures. How many dangers can you see?**




Why is the crossing called a zebra crossing?

**Which picture is this?**

There are three things wrong. Two boys are riding on one bicycle. They are cycling on the wrong side of the road. Nobody is holding the handlebars.

**Now talk about the other two pictures in the same way.**

These streets are in England. Are they different from the streets in Iraq? Do you ever see any of these dangers in Iraq?

**Project** Make a scrapbook about staying **safe**.

# Round up

## Now you can do these things:

**1 Give instructions.**

Cut the page along that line.
Hold the knife in your right hand.
Hold the fish with your left hand.

**2 Give orders.**

Open the window, please.
Drink this medicine. It's good for you.

**3 Give warnings.**

Don't pick up that broken glass. You'll cut yourself.
Never get into a very hot bath. You'll burn yourself.
Always look before you cross the street.

**4 Use reflexive pronouns.**

I bought myself a new camera yesterday.
Did you hurt yourself when you fell?
She cut herself with a sharp knife.
We enjoyed ourselves at the park.

**5 Use *if* sentences.**

If the phone rings, I'll answer it.
We'll go home if it starts to rain.
They'll lose the match if they don't try harder.

**6 And you can ...**

- read warnings and instructions at home, in shops and in the street.
- identify dangers in the street and give people warnings.

# Danger at sea






It was a lovely, sunny day. The sea was calm and quiet. Tom and Dave decided to go fishing. When they got to the boat, they put the oars, their food and water into it.

'Where's your life jacket?' asked Tom.

'It's at home,' said Dave. 'I forgot it.'

'If you don't have a life jacket, you won't come in my boat,' said Tom.

'Don't be silly,' replied Dave. 'I won't need it. The weather is beautiful.'

'I don't like it,' said Tom. 'The weather can change.'

Tom phoned the coastguards on his mobile phone and told them where they were going. Then they got into the boat, started the motor and set off. They had a good morning's fishing. Early in the afternoon, the sky got black and dark.

'I don't like that sky,' said Tom. 'We're going home.'

'I agree,' said Dave. 'Start the motor.'

But the motor wouldn't start. They got out the oars and tried to row, but the wind got stronger and stronger and the waves got bigger and bigger. Suddenly, a huge wave lifted the boat up and turned it over. Tom and Dave found themselves in the water.

'Hang on, Dave,' shouted Tom. 'I'm coming!' Tom reached Dave and pulled him over to the upturned boat. They held onto the boat and waited for help.

About three hours later, they heard a noise and looked up. There was a coastguard helicopter in the sky above them. Soon they were in it. They sat there, cold and wet, wrapped in blankets.

'Thanks, Tom,' said Dave. 'You saved my life.'

'That's all right,' said Tom. 'But next time you come in my boat, you'll wear a life jacket.'

'Yes, of course I will,' said Dave. 'But how did they know where to look for us?'

Can you answer Dave's question?

# Pronunciation



## Pronunciation

How to ask and answer *Yes/No* questions:

The voice goes up at the end of the question and down at the end of the answer.

**48 Listen and copy these questions and answers.**

Can you use a computer?

Yes, I can.

Yes, of course I can.

No, I can't.

Have you ever been ice-skating?



No, I haven't.

Yes, I have.

**Ask and answer questions about the things in the pictures. One person listens and corrects the pronunciation. Take turns.**

1 
been in a balloon

2 
on a plane

3 
on a jet ski

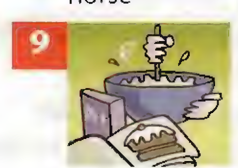
4 
to a football match

5 
ridden a camel

6 
horse

7 
played tennis

8 
basketball

9 
made a cake



**48 Listen and read these longer conversations.**

A: Can you use a computer?
B: No, I can't.
A: Would you like to?
B: Oh, yes! I'd love to.

A: Can you use a computer?
B: No, I can't.
C: I can. It's easy.
D: And it's fun too.

**Now make longer conversations. Use your own ideas.**

Unit 8

Lesson 3

AB101/102

# Pen-friends

**Read and answer these questions. Try to find the answers faster than your partner.**

## Reading tip 2

To find information quickly, look for clues in the questions.

1 What are their names? *What do people's names begin with?*

2 Are they boys or girls? *Look for one of these words.*

3 How old are they? *Look for a number.*

4 Which countries are they from? *What do names of countries begin with?*

## Will you be my pen-friend?



My name is Rona. I'm looking for a pen-friend. I'd like her to be a girl like myself, but a little bit older. I'm eleven and I'm Canadian. Our country is very big, but not many people live here. Maybe that's because the winters are very, very cold. I like taking photographs. In fact, it's my main pastime. Last winter I took a photograph of a polar bear. I'm sending it to the magazine. I hope they print it.



surfing

I'm Josh. I live in California on the south-west coast of America. I'm thirteen years old. I'd like a pen-friend anywhere in the world, boy or girl. I like riding the waves on my surfboard. When I'm not doing that, I meet my friends at the Mall. I also like cars, but I'm too young to drive. I can't wait until I'm sixteen. Please write to me. I'll answer all letters.



surfing the Net

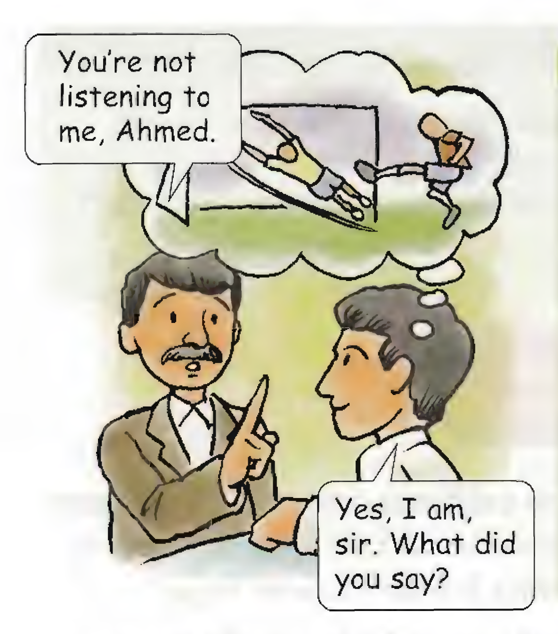
My name is Hans. I live in Munich, a city in Germany. I have four sisters, two older than me and two younger. I'm thirteen and I'm the only boy in the family. When I'm not at school, I spend a lot of time on my computer, playing computer games and surfing the Internet. I also spend a lot of time in the kitchen because I like cooking. Please write to me or, if you have a computer, send me an email.



I'm a fourteen-year-old girl from Delhi, the capital of India. My name is Nasreen. I'd like a pen-friend from anywhere in the world. My pastimes are listening to music, collecting stamps and growing flowers in the garden. When I grow up, I want to be a doctor. I also want to travel to other parts of the world.

Send your replies to us and we'll send them on for you.
Pen-friends,
Teen Magazine.

# *Keep listening!*




## Listening tip 1

Listening can be hard work. You have to do it yourself. Nobody else can do it for you. Do you sometimes stop listening? Do you sometimes think of other things?

- What do you expect to hear? Are there any clues?
- If you don't understand a word, or miss something, don't stop listening. Perhaps it won't matter. Perhaps you can guess the word.

On the radio, some people are talking about *Our World Today*. They talk about the subjects in these pictures.



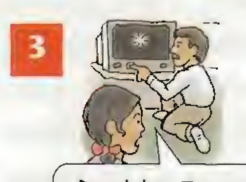

1



2



3




4




**49 Now listen and check your ideas.**

**49 Listen again. What do the speakers say about these things? Make notes. Then compare your notes with the rest of the class.**

**First, copy these headings:**

| | Good points | Bad points |
|---|---|---|
| 1 Food | | |
| 2 Cars, planes | | |
| 3 Information on TV, Internet | | |
| 4 Mobile phones | | |

What do you think about these things?
Which of the speakers do you agree with?

# A different kind of holiday

## Reading tip 3

- Before you start reading, ask yourself *What is it about? Are there any clues in the title? Are there any pictures?*
- Then read the story quite quickly and check your ideas. If you don't know the meaning of some words, **don't stop**. Keep reading!

**Look at the pictures and talk about your ideas. Then read quickly and check.**



I usually go on holiday to a different province in my country, Iraq, that I've never been to before. Last summer, I went to Emadiya in Duhok. It was a holiday I'll never forget!

One day, I was driving my car high up in the mountains. When I saw a parking place, I stopped the car and got out to look at the view. I walked to the edge of the road and looked down into the valley below. The view was lovely. I was enjoying the scenery and the quiet, when I heard a dog barking. The next thing I knew, a huge dog was rushing at me. I stepped back, of course, and suddenly I was falling, falling down the hillside. Over and over I rolled, hitting rocks, stones and trees. I tried to stop myself, but the hill was too steep. I just fell faster and faster. 'This is it,' I thought. 'I'll be dead soon.' Then everything went black.

Is he dead?

When I opened my eyes, I was in agony. My head, my legs, my back – everything hurt. And I was moving! Two men were carrying me. 'Where am I?' I asked. 'Where are we going?'

'Calm down! Calm down!' said one of the men.

'Where are you taking me?' I shouted.

'To hospital,' said the other man.

'Oh, great!' I thought. My head hurts. And my arm. In fact, every bit of me hurts. The hospital! The hospital! Sounds like …' Everything went black again.

Where is he going? What do you think happens next?

**Talk about your ideas. Then read the rest of the story in your Activity Book.**

# Transcript

## Unit 1 Lesson 1

**1**

***Presenter: Band 1***

Ahmed: Did you go away in the holidays?

Faisal: Yes, I went to a village by the river.

Ahmed: What did you do there?

Faisal: Oh, I went swimming every day. And I went fishing. It was great!

***Presenter: Band 2***

Rasha: Did you go away in the holidays?

Huda: No, Muna and I stayed at home.

Rasha: What did you do all the time?

Huda: Oh, lots of things. I saw my friends every day. And I made some clothes.

Rasha: And what did you do, Muna?

Muna: Not very much. I got up late every day. And I read lots of books. Oh, and I learned to cook.

## Unit 1 Lesson 2

**2**

***Presenter: Richard went to Iraq in the holidays. He took these photographs and put them in his scrapbook. He is telling a friend about his holiday. Listen.***

Richard: I went to Iraq with my family in the holidays. I took lots of photos and I've put some in my scrapbook. We arrived in Baghdad at night, so we just went to bed in our hotel.
Next day, we toured the city. In the afternoon, there was a football match at Al-Shaab Stadium. My father, my sisters and I really enjoyed the game.
The players were fantastic! My mother didn't like it so much!
After a few days in Baghdad, we took a coach down to the historical site of Ur. A long time ago, this was the capital of the ancient Sumerian people. It's famous as the birthplace of Prophet Abraham (PBUH). The ziggurat is huge! It's about 21 metres high. No wonder it's one of the most famous monuments in the world!
On Wednesday, we took a car across to the marshes. The boat trip was quite exciting. My mother told us to sit still but it was hard to! We saw birds we'd never seen before – flamingos and herons and pelicans.
The next day, we travelled to Erbil. It was a long journey and my sisters were fed up. On Friday morning we looked around

the markets. Then I was fed up! Shopping is so boring! I liked the Citadel, though. The yellow stone is so bright in the sunshine. It is very high up, and the view is amazing.
For our last trip we went to Hatra. We stayed at a hotel in the middle of the ruins. Hatra used to be a great city. It was a very important place in many civilizations. The old temples are still beautiful. I'll never forget Hatra, or the other wonderful places we visited.

## Unit 1 Lesson 4



***Presenter: Whose scrapbooks are these? Band 1. Listen and check your answers.***

Voice: Number 1 is Amna's.
Number 2 is Muna's.
Number 3 is Maysam's.
Number 4 is Rashid's.
Number 5 is Jassim's.
Number 6 is Adel's.

***Presenter: Band 2. Listen and read.***

Maysam: I'm Maysam. In my spare time, I like finding out about other countries. I have lots of pictures and stamps. I ask everyone to keep their stamps for me. Scrapbook 3 is mine.

Adel: I'm Adel. Some day, I want to go to Africa. Then I can take my own photos of the animals. For now, I have to look for pictures and cut them out. Scrapbook 6 is mine.

Rashid: I'm Rashid. I want to be a pilot. I'm very interested in planes and flying, so you can guess what I collect. Scrapbook 4 is mine.

Amna: I'm Amna. I enjoy collecting pictures of plants and flowers from around the world. I love the colours and shapes. Scrapbook 1 is mine.

Muna: I'm Muna. I'm interested in birds. In my spare time, I take photos. Then I try to find out the names of the birds. Scrapbook 2 is mine.

Jassim: I'm Jassim. I play it. I watch it on television. I go to matches. So you know whose pictures I collect. Scrapbook 5 is mine.

## Unit 1 Lesson 5



***Presenter: Band 1. Listen and repeat the words.***

Voice: always [PAUSE] usually [PAUSE] often [PAUSE] sometimes [PAUSE] never

***Presenter: Band 2. Listen and read.***

Male voice: My father always has a rest after lunch.

I usually do my homework after lunch.
I never have a rest in the afternoon.
I often watch television for an hour.
Then my brother and I sometimes play a game.
Of course, Fridays are different.
We are never at home.
We usually go to Friday prayers.
We always go to our grandparents' house after.

## Unit 1 Lesson 6

**5**

***Presenter: Rashid's scrapbook. Band 1. Listen and check your answers.***

1d; 2f; 3b; 4e; 5g; 6a; 7c

***Presenter: Band 2. Listen to the conversation.***

Adel: Hello, Rashid.
Rashid: Oh, hi, Adel.
Adel: Do you want to come to the Mall?
Rashid: No, thanks.
Adel: What are you doing?
Rashid: I'm putting some photographs in my scrapbook.
Adel: Photographs of what?
Rashid: Historical sites in Iraq.
Adel: Where do you get the photographs?
Rashid: I visit different cities and take pictures of ruins.
Adel: Do you have many?
Rashid: I have lots of them.
Adel: But why ruins?
Rashid: I like them.

**6**

***Presenter: Can you say this short rhyme? Listen.***

She sells sea shells on the sea shore.
The shells she sells are sea shells,
I'm sure.

## Unit 1 Lesson 7

***7 is the text on SB10.***

## Unit 1 Lesson 10

***8 is the story on SB13.***

## Unit 1 Extra activities

**9**

***Presenter: Listen to Sara talking about her holidays. Write notes.***

Sara: I enjoyed my holidays very much. I didn't go away, but my friend, Sameera, came and stayed with me. She lives in Abu Dhabi. We're the same age – thirteen. I visited her last year. Sameera came to Iraq when she was seven – a long time ago! So we took her to all the lovely places we have in Iraq. We went to the museum and Sameera said it was very interesting. One

weekend, we went to Hatra. Sameera loved that. She said it was a fantastic place. Sometimes in the evenings, we went walking along the river with my parents. We thought it was beautiful, and Sameera said it was too. And afterwards we had dinner in a restaurant. Mmm – we had delicious food!

## Unit 2 Lesson 1

***10 is the text at the top of SB14.***

***11 is the weather forecast on SB14.***

## Unit 2 Lesson 3

***12***

***Presenter: The months of the year. Listen and repeat.***

Voice: January, February, March, April, May, June, July, August, September, October, November, December

***13 is the poem on SB15.***

## Unit 2 Lesson 4

***14 is the rhyme on SB16.***

## Unit 2 Lesson 5

***15***

***Presenter: Listen and write the dates.***

Jack's birthday is the eighteenth of March.
Yassir's birthday is the twenty-first of November.
Sara's birthday is the twenty-second of July.
Simon's birthday is the sixth of February.
Susan's birthday is the nineteenth of April.
Ramzi's birthday is the ninth of August.

## Unit 2 Lesson 8

***16***

***Presenter: Eid al-Fitr. Listen and look at the pictures.***

Simon: What's Eid al-Fitr?
Yassir: My father will tell you. Come and meet him. (footsteps) Dad, this is Simon. From England.
Father: How do you do?
Simon: How do you do?
Yassir: Simon wants to know about Eid al-Fitr, Dad.
Father: Ah – Eid al-Fitr. Well, first of all, do you know about the holy month of Ramadan?
Simon: No, I'm afraid I don't.
Father: Ramadan is the name of the month when Muslims fast. We don't eat or drink anything in the daytime. We fast from dawn when the sun rises until dusk when the sun sets. Even the restaurants are closed. No cafés. Nothing.

Simon: Isn't that difficult?

Father: No, not really. All Muslims are happy to do it because we are doing what Allah tells us to do. And it's good for us – it isn't a good idea to eat too much.

Simon: Don't you eat at all?

Father: Oh, yes. We eat when the sun goes down. But I remember once I was in England during Ramadan. And it was summer when the days are very long in England. We had to fast for a long time – from five o'clock in the morning until half past nine at night. And it was very hot and sunny. That was a bit difficult.

Simon: Wow, yes! But, er, what's Eid al-Fitr?

Father: Oh, yes. Sorry. Eid al-Fitr is a festival at the end of Ramadan. It is when we can break our fast and eat and drink again in the daytime.

Simon: And what do you do? Do you have a party?

Father: No, not really. I'll start at the beginning of the day. First, we pray. Then we usually go out and give money or presents to poor people. We visit friends and our relatives. We say 'Eid Mubarak'.

Simon: Eid Mubarak?

Father: Oh, ... 'Happy Eid,' I suppose in English. It's a very happy time.

Simon: Thank you for explaining. It was very interesting.

Father: Not at all.

## Unit 2 Lesson 9

17

***Presenter: Listen to a weather forecast. Write notes about the weather tomorrow.***

Voice: Good evening from your favourite radio station. Here is the weather forecast for tomorrow, Saturday the twenty-third of February. There will be rain in the morning and it will be windy – so don't forget your coats and umbrellas when you go out. Temperature – not bad – about 8 degrees. And things will get better in the afternoon. The sun will shine and the temperature will be 12 degrees. That's warm for winter. The afternoon, then, will be sunny and fine. But the evening – Brrrr! A wind from the mountains will bring some snow and it will stay cold for the night. The temperature will fall to 2 degrees. So – in the evening, stay at home and listen to us.

## Unit 2 Lesson 10

***18 is the story on SB20.***

## Unit 3 Lesson 1

**19 is the text of the conversations on SB21.**

## Unit 3 Lesson 3

**20 is the song on SB22.**

## Unit 3 Lesson 4

**21**

***Presenter: You will hear different people talking. Listen. Number 1***

Mariam: There, we've done the glasses. I think we've finished. Thanks for helping, Sameera.
Sameera: Oh, sorry, Mariam. I've found these cups.
Mariam: Oh, never mind. Put them in the bowl, please. (sound of water) They'll just take a minute. (washing-up sounds continue) There, we've finished. Thanks, Sameera.
Sameera: It's a pleasure.

***Presenter: Number 2***

Malek: I'm bored with this puzzle, Kamel. Let's go outside.
Kamel: No, no, Malek. Look, we just need one more. Number six. The clue is: There are two in the school year. Eight letters.
Malek: What does it begin with?
Kamel: I don't know. But the … one two … sixth letter is 'T'.
Malek: There are two in the school year. That's easy! I've done it. Come on! We've finished. We can do something else now.
Kamel: Hang on! … I don't know the answer!

***Presenter: Number 3***

Man 1: Keep going, Jim. Not much farther. Just a few metres. Just a bit higher. Here goes. I've done it! I've reached the top! What a fantastic view!

***Presenter: Number 4***

Man 1: Pass me that small brush, will you, please. Thanks.
Man 2: Do you want more paint?
Man 1: No, I'm fine for paint. Just this last bit. There. That's better.
Man 2: Nice colour, isn't it? Looks like a new gate.

***Presenter: Number 5***

Iman: Two chocolate ice creams, please. Thank you. Hold these a minute, will you, Sara, while I get the money. Oh, no!
Sara: What's the matter?
Iman: My purse. With all my money in it. It's not in my bag.
Sara: Your pocket?
Iman: No, I've left it at home. Oh, what can we do? The ice creams are melting!
Sara: Don't worry. Hold the ice creams. I don't think I've forgotten my purse. No, here it is. How much?

**Presenter: Number 6**

Girl 1: This game is difficult, isn't it?
Girl 2: Yes, it is. I just bought it yesterday.
Girl 1: I don't think we can do it.
Girl 2: Yes, we can. Let's try again. Look! I think I've got one!
Girl 1: Oh, yes! And there's another one, look! Get it!
Girl 2: OK! OK!
Girl 1: You've done it! You've done it!
Girl 2: Right, that's enough. We'll play it again later. Switch off the computer now.

## Unit 3 Lesson 5

22

**Presenter: Band 1. Listen and check your answers.**

A3; B2; C5; D8; E7; F1; G6; H4

**Presenter: Band 2. Now listen to the conversations.**

Woman: What's the matter, Yassir?
Yassir: I feel sick. I've eaten too much chocolate.
Father: What's wrong, Jassim? Why are you angry?
Jassim: Ahmed has gone to the beach without me.
Teacher: Tamara, why are you upset?
Tamara: I've forgotten my English books.
Mother: Why are you so happy, Muna?
Muna: Daddy has given me a present.
Mother: What is it, Zeena? Why are you so excited?
Zeena: Dad phoned. He's bought me a new computer.
Mother: Salman, what's the matter? Why are you frightened?
Salman: I've just read a ghost story.
Mother: Noora, what's the matter? Why are you sad?
Noora: Somebody has drunk all the lemonade.
Hamad: What's the matter, Jack? Why are you worried?
Jack: Somebody has taken my elephant.

## Unit 3 Lesson 7

**23 is the story on SB26.**

## Unit 3 Lesson 8

24

**Presenter: Once upon a time … Listen and read.**

Voice: Once upon a time there was a young shepherd. He was looking after his sheep in a field near a small village. And he was very bored.
'I've done nothing all day,' he thought. 'I've walked round this field ten times and I'm bored.' Then he had an idea. He ran into the village. 'I've just seen a wolf,' he shouted. 'It has eaten one of my sheep.' The men of the village ran to the field. But the sheep were eating happily and

there was no wolf. The shepherd laughed loudly. 'That's not funny,' one of the men said angrily.
The next day, the shepherd did the same thing. 'Help! Help!' he shouted. 'A wolf has eaten one of my sheep. Come quickly.'
'Oh, no! Not again,' said one of the men. 'But we have to go,' said another. And they ran to the field. Again the sheep were eating happily. There was no wolf.
The shepherd did this the next day and the next day. On the fifth day, he was watching his sheep again when he saw a wolf. It had huge, white teeth. It took one of his sheep. He ran to the village, shouting, 'Help! Help! The wolf! It's just taken one of my sheep.'
'Oh no. Not this time. We don't believe you,' said one of the men of the village.
'But it's true,' said the shepherd.
The man spoke again. 'We do not believe you,' he said slowly and angrily. 'Go away.'
The shepherd went back to the field. All his sheep were dead. He sat down on a stone and cried sadly.

## Unit 3 Lesson 10

**25** ***is the story on SB29.***

## Unit 3 Extra activities

**26**

***Presenter: Listen to Len talking to his father. Answer the questions.***

Len: Dad?
Mr Archer: Mm.
Len: Can I have my pocket money?
Mr Archer: Can you have what?
Len: My pocket money. I've done …
Mr Archer: I don't know.
Len: Dad? I don't under …
Mr Archer: Well, have you done all your jobs?
Len: I've done a lot of them. Here's my list.
Mr Archer: Really! You have a list! Mm. Let's see – have you finished your homework?
Len: No. Not yet. Gwen has borrowed one of my books. I'll do it this evening.
Mr Archer: All right. Um – have you done the washing-up?
Len: Yes, I have.
Mr Archer: And tidied the kitchen?
Len: Yes, Dad.
Mr Archer: Er – have you phoned your uncle? He wants to speak to you about …
Len: No. I can't. Their telephone doesn't work. It's broken.
Mr Archer: What's this? Oh, yes. Have you bought a birthday present for your mother?
Len: No, Dad. I …
Mr Archer: Why not?
Len: I need my pocket money.
Mr Archer: Oh, all right. Here you are.
Len: Thanks, Dad.

## Unit 4 Lesson 3

27

***Presenter: Khalid's birthday present. Band 1. Listen and check your answers.***

1b; 2d; 3a; 4f; 5e; 6c

***Presenter: Band 2. Now listen to the conversation.***

Ahmed: Hey, Jassim! Don't forget. It's Khalid's birthday tomorrow.

Jassim: I haven't forgotten. The tenth of January.

Ahmed: What's the matter? Why are you angry?

Jassim: I haven't bought him a present and I've lost my wallet.

Ahmed: Oh, Jassim! When did you lose it?

Jassim: I've no idea. Yesterday afternoon in the Mall, I think.

Ahmed: What did you want to get him?

Jassim: A model plane, of course. What do you think?

Ahmed: I've just bought him a model plane.

Jassim: I can't get him anything now.

Ahmed: Hey! Hang on! What's that on the teacher's desk?

Jassim: Fantastic! I lost it here. We'll go shopping after school. Great!

## Unit 5 Lesson 1

28

***Presenter: Where do they come from? Listen and check your answers.***

Boy: My name is Emile. I come from France. We have many shops in my country where you can buy beautiful clothes.

Girl: My name is Sultana. I come from Oman. I live near the sea where you can see lots of boats.

Boy: My name is Raji. I come from India. You can see elephants in my country.

Boy: My name is Yuki. I come from Japan. There are beautiful mountains in my country.

## Unit 5 Lesson 2

29 ***is the text of the story on SB36/37.***

## Unit 5 Lesson 4

30 ***is the song on SB38.***

## Unit 5 Lesson 7

31

***Presenter: Have you ever been to Indonesia? Listen.***

Voice: Come to Indonesia – the country of a thousand

islands. Our beaches are the most beautiful in the world. And the sea is warm. Go swimming and sailing from our long, sandy coast.
Go and look in the forests for the birds of paradise – the birds of many colours. You won't believe what you see!
Go walking in the mountains and visit some of our many old temples. Stay on farms where they grow pepper, coffee and rubber trees.
Did you know that one of the world's biggest mosques is in Indonesia? It's huge. Fifty thousand people can pray there.
Have you ever seen an ape? The 'man of the woods' – a big monkey with long red hair. It lives in the trees of our hot, wet rainforests. Come and see the ape – at home.
Volcanoes! Indonesia is famous for them! The most famous is Mount Rinjani.
Have you ever been to Indonesia? You haven't? Now is the time.

## Unit 5 Lesson 9

32

***Presenter: Jassim and Rana are shopping in a big food store. They have to find food from other countries for homework. Where does the food come from?***

Jassim: Right. What do we need?
Rana: We have to find things from other countries. Where's this water from?
Jassim: Produce of the UAE. But we have water at home.
Rana: Oh!
Jassim: We want a chicken. Um. Over there. In the fridge.
Rana: Here you are.
Jassim: Where's it from?
Rana: It's from here. It's from Iraq.
Jassim: OK. Put it in the basket. Now – where's the rice?
Rana: There. (*Pause*) It's from India.
Jassim: Rice from India. In the basket.
Rana: Look – here's some pepper. (*Pause*) It's from Indonesia.
Jassim: Rana – we have pepper at home. Put it back.
Rana: OK. But write that down. Pepper from Indonesia.
Jassim: OK. What's next? Sugar! We need sugar.
Rana: I'll get it. (*Pause*) Here you are. It's from – North America.
Jassim: OK. Sugar from North America. In the basket. And coffee? Where's the coffee? Ah – here we are.
Rana: Where's that from?
Jassim: (*Reading*) Grown in South America.
Rana: Mm. Sugar from North America and coffee from South America. Write that down.
Jassim: Now – shall we have some fruit?
Rana: How about strawberries?

Jassim: Strawberries. Strawberries. Look, over there!
Rana: I'll go. (*Pause*) And they're from – er – Spain.
Jassim: Strawberries from Spain. In the basket.
Rana: Here's some salt. And it's from – France. Salt from France. There you are.
Jassim: No, no. Put it back. We have salt at home.
Rana: Oh.
Jassim: Now – what have we bought? Strawberries, chicken, rice, sugar, coffee. Um – do you have any money?
Rana: No. Do you?

## Unit 5 Lesson 10

***33 is the story on SB43.***

## Unit 6 Lesson 2



***34***

***Presenter: Listen and say the words after me.***

Iraqi; Bahraini; Omani; Yemeni; Pakistani; Qatari;
Canadian; Italian; Indian; Palestinian; American; German;
English; Spanish; Irish; Turkish; Swedish; Scottish

## Unit 6 Lesson 3



***35***

***Presenter: Samar's pen-friend. Band 1. Listen and check your answers.***

1e; 2g; 3c; 4a; 5f; 6h; 7b; 8i; 9d

***Presenter: Band 2. Listen to the conversation.***

Dana: What are you doing, Samar?
Samar: I'm writing a letter.
Dana: Who are you writing to?
Samar: I'm writing to Judy.
Dana: Who's Judy?
Samar: She's my pen-friend.
Dana: Where does she live?
Samar: In Canada. She's Canadian.
Dana: How did you find her?
Samar: I advertised in a magazine for a pen-friend.
Dana: Oh, can I do that too?
Samar: Of course you can.
Dana: And do all pen-friends come from Canada?
Samar: Of course they don't. They come from countries all over the world.
Dana: Are those photographs of Canada?
Samar: Yes, they are. Judy sent them to me.
Dana: Have you got the name of the magazine?
Samar: Yes, I have. I'll get it for you.

## Unit 6 Lesson 4

🎧 36

***Presenter:* Fuad and his father are talking. Listen and complete the sentences.**

Dad: Fuad! Good news!
Fuad: What's that, Dad?
Dad: I'm going to Japan – to Tokyo.
Fuad: When?
Dad: In seven weeks from now.
Fuad: Oh, Dad. Can I come with you? Please?
Dad: I thought you might ask me that. Yes, you can come.
Fuad: Wait a minute. Yuki doesn't live in Tokyo. I won't be able to meet him.
Dad: Maybe Yuki can come to Tokyo.
Fuad: Yes, I hope so. I'll write and tell him straight away. What date will we travel?
Dad: On the 17th.
Fuad: And how long will we be in Japan?
Dad: Twelve days.
Fuad: Twelve days. Great! Which airline will we fly on?
Dad: Iraqi Airways, of course. If they fly to Japan.
Fuad: How long will the flight take?
Dad: I'm not sure. About seven hours, I suppose. We'll find out when I get the tickets. Just calm down and get on with writing to Yuki.
Fuad: Yes, yes. I'll do it right now.

🎧 37

***Presenter:* Fuad wrote to Yuki and, two weeks later, he had a reply. Now Fuad is telling his father about Yuki's letter.**

Fuad: Dad. I got a letter from Yuki this morning.
Dad: What does he say?
Fuad: He says that he and his family will be in Tokyo when we are there. Isn't that fantastic?
Dad: Yes, it is.
Fuad: And he says that his father and his mother will meet us at Tokyo airport. And he'll be at the airport too.
Dad: Oh, that's good. I've never been to Japan you know.
Fuad: He wants me to stay with him. At his uncle's house. He says you can stay too, Dad.
Dad: Well, that *is* kind of them. But I'll stay in a hotel because I have business to do. Remember, I won't be on holiday. I have to work. But you can stay with them. I'll write and thank Yuki's parents for their invitation. And you can start thinking about what clothes you'll need.
Fuad: Oh, clothes! I didn't ask Yuki what I'll need. What do you think, Dad?
Dad: I don't know! Find out what the weather will be like. And ask Yuki what you will be doing – where you'll be going. Just don't take too much. You'll have to carry your own bag.

Fuad: Okay, dad. Oh, just one thing – I want to take Yuki a present. What shall I get him?
Dad: Er ... You said he collects stamps. Why not take him some Iraqi stamps?
Fuad: Good idea, Dad! Thanks. I'll do that.

## Unit 6 Lesson 5

38

***Presenter: Fuad meets Yuki. Band 1. Yuki and Fuad meet for the first time.***

Yuki: Hello, are you Fuad?
Fuad: Yes. And you must be Yuki. Hello.
Yuki: How do you do? Come and meet my parents.

***Presenter: Band 2. Yuki introduces Fuad and his father to his father.***

Yuki: This is my father. Dad, this is Mr Salim and this is Fuad.
Fuad: How do you do, sir?
Mr Ono: How do you do? You are very welcome.

***Presenter: Band 3. Next, Yuki introduces Fuad to his mother.***

Yuki: And this is my mother.
Fuad: How do you do? It's nice to meet you.
Mrs Ono: How do you do? Welcome to Japan.

## Unit 6 Lesson 6

***39 is the text of the conversation on SB48/49.***

## Unit 6 Lesson 7

40

***Presenter: Hisham has had a postcard from his friend, Mustafa. Listen and answer the questions.***

Hisham: I've just had a postcard from Mustafa. He's on holiday in France.
Mother: Oh! What does he say? Read it to me, please.
Hisham: OK. Dear Hisham, France is fantastic. I've done lots of things. I've been up the Eiffel Tower. Everybody does that when they visit Paris. You can see the whole of Paris from up there. I've also visited one of the biggest museums in the world, the Louvre. It was really interesting. French food is different, but it's very nice. I've even tried some frog's legs. I've bought some new clothes for myself and a CD for you. I hope you like it. See you at home in Iraq soon.
Mustafa.

## Unit 6 Lesson 9

*41*

***Presenter: Listen to two men, Jim and Tom, talking.***

Tom: Hi, Jim! You look very happy.
Jim: I am. I'm taking the family on holiday to Italy next month.
Tom: Next month? But that'll only be May. Why don't you go in the summer?
Jim: No. Summers in Italy are very hot. The best months to go are May and September.
Tom: Won't the children be in school?
Jim: No. It'll be half term. They get a week's holiday from school in May.
Tom: Why Italy?
Jim: Italy's great. The Italians are very friendly. Young children are welcome in restaurants. They're not in England.
Tom: What will you do there?
Jim: Me? I'll visit museums. There are a lot of wonderful museums all over Italy. And I'll eat lots of pizzas. Italian pizzas are the best in the world.
Tom: Will you lie on the beach, go swimming, fishing ...?
Jim: No. I don't like that sort of thing. But I'll go climbing. There are some fantastic mountains there.
Tom: Sounds great. Maybe I'll go there some day.

## Unit 6 Lesson 10

*42* ***is the story on SB52.***

## Unit 7 Lesson 4

*43* ***is the text of the conversation on SB56.***

## Unit 7 Lesson 7

*44*

***Presenter: Danger! Band 1. Listen and check your answers.***

1e; 2c; 3g; 4a; 5f; 6b; 7d

***Presenter: Band 2. Listen to the conversation.***

Mum: Saeed, where's Amal?
Saeed: I don't know.
Mum: Have you seen her?
Saeed: She was in the sitting room two minutes ago.
Mum: Did she go into the garden with you?
Saeed: No, she didn't.
Mum: Oh, no!
Saeed: What's the matter, Mum?
Mum: The bathroom!
Saeed: What about the bathroom?
Mum: I've filled the bath with very hot water.
Saeed: I'll go and look.
Mum: Run! Run!
Saeed: I've got her, Mum. She's OK.

## Unit 7 Lesson 8

🎧 45

***Presenter: Listen to a conversation between two women and answer the questions.***

Suha: Hello, Layla! And little Fareed. How nice to see you!
Layla: Oh, hello, Suha.
Suha: Oh, dear! You don't look well. Are you all right?
Layla: I am now. But I've had such a fright. Oh, dear! I was very frightened. I have to sit down for a few minutes.
Suha: Why? What happened?
Layla: Well, I was looking for a new dress. I put my little boy on a chair – this one, in fact. I said 'Don't move, Fareed!'
Suha: And?
Layla: The next time I looked around – I'm sure it was only a minute later – Fareed wasn't there.
Suha: What did you do?
Layla: I ran round the shop looking for him and calling his name. But it was no good.
Suha: And it's a huge shop.
Layla: Yes, it certainly is. I ran outside and looked up and down the pavement. No sign of him.
Suha: How awful!
Layla: I was sure he was under a car. I was so frightened. Then two girls came round the corner with Fareed. He was laughing! The girls were looking for a policeman because they knew he was lost.
Suha: Where did they find him?
Layla: He was standing by the zebra crossing.
Suha: But that's a hundred metres from the shop. He walked all that way alone!
Layla: I know. I don't want to think about it. I was crying and Fareed was laughing!
Suha: Were you angry?
Layla: Angry? Well, yes, but just for a minute. I was happy to find him with no broken legs or arms. I'll never take my eyes off him again.

## Unit 7 Lesson 9

🎧 46

***Presenter: Nader and his wife, Huda, and their son, Fareed, are driving to the beach. Listen to their conversation.***

Nader: That man! He didn't look!
Huda: Nader, you ARE driving very fast. It's dangerous. Drive carefully, please.
Nader: I AM driving carefully. It's the other drivers.
Huda: Nader, please drive slowly. If you don't, we'll have an accident.
Nader: Oh, all right.
Huda: Fareed.
Fareed: Yes, Mum.
Huda: Are you wearing your seat belt?
Fareed: No, Mum. I don't need it.
Huda: Yes, you do. Now, put it on. Nader! Be careful!
Nader: What's the matter?
Huda: Those two boys! They're

riding on the wrong side of the road.

Nader: It's OK. I've seen them. And one of them isn't holding the handlebars.

Fareed: Dad, why have you stopped?

Nader: It's a zebra crossing, Fareed. And that old man wants to cross the road. You see?

Fareed: Oh, yes.

Huda: Nader! That boy!

Nader: Hey! Walk on the pavement. Not on the road. Boys!

Huda: They don't think. Right, Nader. Nice and slowly. If you drive slowly, we'll still get to the beach in time for lunch.

Fareed: Can I have a pizza?

Huda: Yes, Fareed. You can have a pizza.

## Unit 7 Lesson 10

***47 is the story on SB60.***

## Unit 8 Lesson 1



***48***

***Presenter: Pronunciation. Band 1. Listen and copy these questions and answers.***

Voice 1: Can you use a computer?
Voice 2: Yes, I can.
Voice 1: Can you use a computer?
Voice 3: Yes, of course I can.
Voice 1: Can you use a computer?
Voice 4: No, I can't.
Voice 1: Have you ever been ice-skating?
Voice 2: No, I haven't.
Voice 1: Have you ever been ice-skating?
Voice 3: Yes, I have.

***Presenter: Band 2. Listen and read these longer conversations.***

A: Can you use a computer?
B: No, I can't.
A: Would you like to?
B: Oh, yes! I'd love to.

A: Can you use a computer?
B: No, I can't.
C: I can. It's easy.
D: And it's fun too.

## Unit 8 Lesson 5



***49***

***Presenter: On the radio, some people are talking about Our World Today. Listen.***

Speaker 1: So, I think we are very lucky to be living in the 21st century. Think of all the things we have that our parents and grandparents didn't have. We can buy food from all over the world, for example.

Speaker 2: But today, some of the food we get is not good for us. I've stopped eating meat, for example. I don't think it's safe.

Speaker 3: Yes, that's true. We don't eat beef now and my children

are very upset because they loved burgers.

Speaker 1: What about transport? Today, we can travel all over our own country in cars instead of having to walk or ride camels or horses. And we can travel anywhere in the world quickly and easily by plane. My parents never went outside Iraq!

Speaker 2: Yes, but look at all the accidents we have!

Speaker 3: And cars make us lazy. Nobody wants to walk anywhere these days.

Speaker 1: Well, you can't find anything wrong with all the information we can get today, on television and the Internet. And you don't have to go outside your own home! I think it's fantastic! And it's very good for children. They can learn so much.

Speaker 2: But look at all the programmes on television that are *not* good for children. And the Internet is even worse! I'd rather my children read books.

Speaker 1: Well, you can always switch off the television. And what about the telephone, and especially mobile phones? You have to admit that they're amazing! We can telephone anyone anywhere from anywhere.

Speaker 3: But I've read that mobile phones are dangerous – especially to children. It's radiation, I think.

Speaker 1: Oh, I don't believe it! There's something wrong with everything that's new.

**50**

***Presenter: Listen to a story and number the pictures in the correct order.***

When John opened his eyes this morning, the sun was shining brightly. He *felt* great. He *jumped* out of bed and got dressed quickly. Then he *had* breakfast. After that, he *said* 'Goodbye' to his wife and *walked* slowly to the bus stop. On the way, he *smiled* at everybody he *met*. 'Good morning. Lovely day!' he *said*.

Suddenly, in a shop window, he *saw* this advertisement:

Special offer! Cheap trips to India!

'India! I've always *wanted* to go there,' John *thought* and he *began* to dream about elephants and tigers. He *forgot* all about his bus. When he turned round, the bus *was moving* away from the stop. He *ran* after it shouting, but the driver *did* not stop.

'Oh, dear. Now I'll be late for work,' John *thought* sadly. 'Some days begin better than they finish.'

# Unit Word list

*(n)* = noun *(v)* = verb *(adj)* = adjective *(adv)* = adverb *(pp)* = past participle

**Put each word in a sentence of your own, to help you remember it.**

## Unit 1

always ____________________

around ____________________

back ____________________

barbecue ____________________

boring ____________________

by *(= next to)* ____________________

collect ____________________

country, countries ____________________

drop *(v)* ____________________

enjoy ____________________

everything ____________________

flower ____________________

have a rest ____________________

interested in ____________________

keep ____________________

never ____________________

often ____________________

scrapbook ____________________

sea shell ____________________

shape ______________________

sometimes ______________________

stamp *(n)* ______________________

subway ______________________

took (a train) ______________________

usually ______________________

village ______________________

wonderful ______________________

world ______________________

## Unit 2

all the rest ______________________

alone ______________________

April ______________________

August ______________________

autumn ______________________

break (a fast) ______________________

calendar ______________________

Christmas ______________________

closed ______________________

cloudy ______________________

cool ______________________

dawn ______________________

December ______________________

degrees ______

dry ______

dusk ______

Eid al-Fitr ______

eighteenth ______

eleventh ______

except ______

explain ______

fast *(v)* ______

February ______

festival ______

fifteenth ______

for example ______

forecast ______

fourteenth ______

friendly ______

half-term (holiday) ______

Iraqi Armed Forces Day ______

January ______

July ______

June ______

March ______

May ______

month ______________________

Muslim ______________________

nineteenth ______________________

nobody ______________________

November ______________________

October ______________________

poor ______________________

pray ______________________

rain *(v)* ______________________

Ramadan ______________________

relatives ______________________

season ______________________

semester ______________________

September ______________________

seventeenth ______________________

sixteenth ______________________

skateboard ______________________

snow *(v)* ______________________

spring ______________________

summer ______________________

sun ______________________

sunny ______________________

take place ______________________

temperature ______________________

term ______________________

thirteenth ______________________

thirtieth ______________________

twelfth ______________________

twentieth ______________________

warm ______________________

weather ______________________

windy ______________________

winter ______________________

worst ______________________

## Unit 3

angrily ______________________

badly ______________________

beautifully ______________________

believe ______________________

bored ______________________

bought *(pp)* ______________________

brought *(pp)* ______________________

carefully ______________________

cleaned *(pp)* ______________________

climbed *(pp)* ______________________

clue ______________________

cooked *(pp)* ______________________

dead

done *(pp)*

drunk *(pp)*

easily

eaten *(pp)*

excited

feel sick

field

finished *(pp)*

forgotten *(pp)*

fox

funny

ghost story

given *(pp)*

gone *(pp)*

happily

heard *(pp)*

helped *(pp)*

invent

invention

inventor

It's a pleasure

just *(adv)*

laugh at somebody

lazy ______________________

left *(pp)* ______________________

lost *(pp)* ______________________

loudly ______________________

mad ______________________

melt ______________________

mixed *(pp)* ______________________

Never mind ______________________

nicely ______________________

noisily ______________________

Once upon a time ______________________

painted *(pp)* ______________________

pocket money ______________________

politely ______________________

purse ______________________

puzzle ______________________

quickly ______________________

quietly ______________________

reached *(pp)* ______________________

read *(pp)* ______________________

robot ______________________

sadly ______________________

seen *(pp)* ______________________

set *(n)* (word ~) ______________________

shed

sheep

shepherd

slowly

sung *(pp)*

swept *(pp)*

taken *(pp)*

talked *(pp)*

tell a lie

That's very nice/kind of you

tidied *(pp)*

washed *(pp)*

watched *(pp)*

watered *(pp)*

wolf, wolves

worried

worry

## Unit 4

artist

atlas

calm down

chase

escape ______________________

exhausted ______________________

freezing ______________________

friendliest ______________________

furious ______________________

grab ______________________

happiest ______________________

hate ______________________

helicopter ______________________

instead ______________________

interesting ______________________

leap ______________________

luckiest ______________________

luckily ______________________

mess ______________________

mobile (phone) ______________________

noisiest ______________________

order *(n)* ______________________

popular ______________________

problem ______________________

reply, replied ______________________

scream ______________________

spill ______________________

starving ______________________

thoroughly ______________________

tray ______________________

whisper ______________________

## Unit 5

agriculture ______________________

all kinds of ______________________

also ______________________

Bahrain ______________________

been *(pp)* ______________________

cotton ______________________

ever ______________________

everywhere ______________________

famous for ______________________

fort ______________________

France ______________________

gas ______________________

grow ______________________

I'd rather ______________________

important ______________________

India ______________________

Indonesia ______________________

industry ______________________

Japan ______________________

journey

large

learn about

Lebanon

mainly

million

modern

more (beautiful)

most (important)

oil

pepper

poem

population

produce *(v)*

rainforest

restaurant

ridden *(pp)*

rocket

rubber

Saudi Arabia

size

skiing

store *(n)*

temple

The UAE (United Arab Emirates) ______

tourism ______

volcano, volcanoes ______

wild ______

written *(pp)* ______

Yemen ______

## Unit 6

advertise *(v)* ______

airport ______

aloud ______

American ______

arrivals ______

Bahraini ______

baseball ______

Canadian ______

cannot wait ______

CD (compact disc) player ______

choices ______

chopsticks ______

city, cities ______

copy *(n)* ______

dark (hair) ______

different from ______________________

draft *(n)* ______________________

Dutch ______________________

final ______________________

flight ______________________

fork ______________________

French ______________________

German ______________________

grey ______________________

Holland ______________________

hope *(v)* ______________________

imagine ______________________

include ______________________

Indian ______________________

introduce ______________________

introduction ______________________

Iraqi ______________________

Irish ______________________

Italian ______________________

Japanese ______________________

judo ______________________

kimono ______________________

kneel ______________________

knife ______________________

label *(v)* ____________________

link ____________________

look forward to something ____________________

madam ____________________

magazine ____________________

maybe ____________________

midnight ____________________

must be ____________________

nationality ____________________

notice *(v)* ____________________

of course ____________________

off (the road) ____________________

Omani ____________________

on the way ____________________

Pakistani ____________________

Palestinian ____________________

parents ____________________

pen-friend ____________________

petrol ____________________

play *(n)* ____________________

plump ____________________

pot (coffee ~) ____________________

raw ____________________

Really! ______________________

recognize ______________________

reply *(n)* ______________________

Scottish ______________________

sir ______________________

Spanish ______________________

spoon ______________________

start (a car) ______________________

strange ______________________

suit *(n)* ______________________

Swedish ______________________

take *(= last)* ______________________

taste *(v)* ______________________

ticket ______________________

Tokyo ______________________

traditional ______________________

try *(= taste)* ______________________

Turkish ______________________

understand ______________________

vegetarian *(n)* ______________________

welcome ______________________

Yemeni ______________________

## Unit 7

add

ago

boots (football ~)

burn

busy (street)

children

compass

crossing (zebra ~)

cyclist

daily

drown

fill

free (*adj*) (*= for no money)*

get lost

handlebars

herself

himself

hire

hurry

hurt

imperative

instructions

keep away from ______________________

keep off ______________________

kill ______________________

let ______________________

life jacket ______________________

matches ______________________

medicine ______________________

miss (a bus) ______________________

motor (engine) ______________________

oar ______________________

ourselves ______________________

out of the reach of ______________________

overnight ______________________

pavement ______________________

plastic ______________________

plenty of ______________________

row *(v)* ______________________

safety ______________________

seat belt ______________________

side (of the road) ______________________

sink *(v)* ______________________

space ______________________

teaspoon ______________________

themselves ______________________

touch

warning

yourself

yourselves

## Unit 8

agony

agree

alive

anyone

anywhere

balloon

bark *(v)*

basketball

bus stop

capital (city)

century

cheap

crash helmet

delighted

electric

electronic

email

for example

forget all about something

get dressed

jet ski

main

motor bike

Net *(= Internet)*

only *(adj)*

point *(n) (= idea)*

print

run after

rush *(v)*

safe

scenery

shop window

spend (time)

steep

suitcase

surfboard

thought

transport

travel *(v)*